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THE UNIVERSITY OF ALBERTA

THE TEACHER-LIBRARIAN/PRINCIPAL PARTNERSHIP IN OPERATING AN EFFECTIVE SCHOOL LIBRARY PROGRAM

BY

SHERRY NASEDKIN

A THESIS SUBMITTED TO THE
FACULTY OF GRADUATE STUDIES AND RESEARCH
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EDMONTON, ALBERTA

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THE UNIVERSITY OF ALBERTA

RELEASE FORM

The Teacher-librarian/Principal Partnership
in Operating an Effective School Library Program

Sherry Nasedkin

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled The Teacher-librarian/Principal Partnership in Operating an Effective School Library Program submitted by Sherry Nasedkin in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

The general purpose of this study was to describe and analyze the operation of an effective school library program. Three broad questions guided the development of the study and the analysis of the data.

1. How does the teacher-librarian conceptualize the role?

2. How does the teacher-librarian's interaction with others contribute to the effectiveness of a school library program?

3. What is the nature of the school context in which an effective library program operates?

Seven aspects within the role of the teacher-librarian were explored to address the first two research questions: vision, interpersonal skills, program advocacy, change agent, instructional leadership, commitment to school goals, and informal leadership.

The study was conducted in one elementary school in a large urban district that had been identified as operating an effective school library program. Data were collected primarily through semi-structured interviews and were triangulated through observation and document analysis.

The teacher-librarian had a definite vision for the direction of the school library program. This vision was clearly communicated to and shared by the staff.

The focal point of this vision was student learning. This focus on learning helped her to serve as an instructional leader within the school. The partnership among the principal, teacher-librarian, and staff members allowed the program to function effectively. This staff collaboration was an important focus for the entire school. The supportive, collaborative context in which the program was operated was also an important element in its effectiveness.

Three major conclusions were drawn from this study: (a) the principal played a key role in determining the effectiveness of the school library program, (b) the social structure of the school which allowed the teacher-librarian to occupy a position of informal leadership contributed to the effectiveness of the program, and (c) the overall school philosophy was a significant element in the program's effectiveness.

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CHAPTER 1

INTRODUCTION

Students of today live in an information age. They are faced with a rapidly developing technology in a world characterized by change. Educational systems are faced with the challenge of helping students cope with these changes and preparing them for the future. Educators have a responsibility to help students "acquire skills that will help them find, interpret and synthesize meaningful messages--messages that are buried in a flood of uncontrolled, unorganized information" (Alberta Education, 1985, p. 2).

School libraries play an increasingly important role in helping students develop the skills of finding, interpreting and synthesizing information. Alberta Education recognizes the role school libraries play in this area. A document on school libraries states:

> An integrated school library program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. This resource utilization is designed to assist them to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society. (Alberta Education, 1985, p. 3)

Information management skills are becoming an important part of schooling today. An integrated school library program in which teachers and teacher-librarians

work and plan cooperatively has the potential to help students acquire these skills and to prepare them for their future role in society.

Problem Statement

The general purpose of this study was to describe and analyze the operation of an effective school library program. Three broad research questions served to guide the development of the study. Within each research question, several aspects of the area were probed.

1. How does the teacher-librarian conceptualize the role?

a) Which aspects of the role (instructional, managerial or technical) does the teacher-librarian consider to be most important?

b) What aspects of the way in which the teacher-librarian defines the role contribute to the effectiveness of the program?

c) What practices does the teacher-librarian engage in to carry out the conceptualization in practice?

d) To what extent do the practices of the teacher-librarian reflect those advocated in the literature?

2. How does the teacher-librarian's interaction with others contribute to the effectiveness of a school library program?

a) In what ways are the principal and teachers involved in the program?

b) How and why is their involvement facilitated and encouraged?

c) What effects, if any, does this collaboration have on other facets of the school's program?

3. What is the nature of the school context within which an effective library program operates?

a) Why is the context in which the teacher-librarian works important to the effectiveness of the program?

b) How is this context developed?

c) What role does the principal play in establishing this context?

Questions 1 and 2 provided the basis for the initial development of the study. As the study progressed, it became apparent that the context in which the teacher-librarian operates was also an important aspect in the effectiveness of the school library program. The third research question was incorporated into the research design to allow for further exploration in this area. These questions served to guide the development of the study and the analysis of the data.

Background to the Problem

An integrated school library program can be an important component of the instructional program of the school. In this type of program, information skills are integrated in a developmental and sequential way with subject-specific skills and content. The program is developed jointly by teachers and teacher-librarians who work cooperatively to plan, implement and evaluate resource-based units. These cooperatively planned, resource-based units help students learn how to retrieve, evaluate, organize, share, and apply information objectively, critically, and independently (Canadian School Library Association, 1988).

In Alberta, a recommended program model was adopted by Alberta Education in 1985. The model is comprised of three components: instruction, development, and management. The instructional component consists of a series of teaching and learning strategies designed to develop a full range of information skills. These include information retrieval, information processing, and information sharing which characteristically define the research process. The instructional component of the model also focuses on appreciation of knowledge and culture. The development component consists of program-building activities beginning with an assessment of each school's needs. Also included in this component are the inservice activities that teacher-librarians are

expected to offer to teachers in the area of resource-based learning. The management component consists of the elements traditionally associated with the role of the teacher-librarian: technical services, budgeting, ordering, and similar activities.

These three components are linked through cooperative planning and implementation in which the school library personnel, teachers, and administrators strive to develop, implement and operate a school library program dedicated to meeting the instructional needs of the student (Alberta Education, 1985, pp. 6-24). Cooperative planning involves the teachers and the teacher-librarian working together to plan and implement units of study which incorporate information retrieval, processing, and sharing skills.

An integrated school library program generally operates under the direction of a teacher-librarian. A teacher-librarian must hold a valid teaching certificate, has usually completed several years of successful teaching in a classroom situation, and should have expertise in the area of school libraries. Generally, this expertise is gained through university courses in the field leading to a graduate diploma.

Significance of the Problem

This study is of practical and theoretical significance. Many writers have expressed their

opinions on the role of the teacher-librarian and the effectiveness of a school library program but very few empirical studies have been carried out in these areas. Because of the lack of empirical evidence, the results of this study will be a contribution to the existing body of knowledge on the role of the teacher-librarian and the operation of an effective school library program. Results of the study also have the potential to enhance the understanding which teacher-librarians and others have of the role.

This study may also assist others in the educational field to understand an integrated school library program and the benefits it offers to a school. Developing a better understanding of the implementation and operation of this type of program is of particular importance to principals and teacher-librarians because they have the responsibility of developing such a program within a school. According to Alberta Education (1985) "all students in Alberta schools should have access to an effective school library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta" (p. 59). In a school which does not employ a teacher-librarian, the principal has the responsibility to insure that students have access to an effective library program.

The involvement of principals in the development of

an integrated library program may help them fulfill the instructional leadership component of their roles. In working with this program, the principal may be able to direct more attention to the school's instructional program. Principals may also see the potential benefits this program could offer a staff in terms of increased teacher professionalism. A recent study (Rosenholtz, 1989) has shown that planning and working cooperatively has a positive influence on teachers' attitudes and performance.

Finally, the study may also be of significance to practicing teacher-librarians because they play a key role in developing this program within a school.

Assumptions

As with any research, this study was based on some underlying assumptions about the role of the teacher-librarian and the integrated program model. The study was designed around the assumptions that (a) it was possible to identify an effective program, (b) insights could be gained into the factors that make a program effective by studying one program, and (c) the structure of an effective program may vary from school to school.

Delimitations and Limitations

The study was delimited to one school working within a large urban school district. This study was

also delimited to the instructional and developmental components of the role of the teacher-librarian as these areas have not been well documented in other studies. The component of management will only be dealt with as it applies to instruction or development.

A major limitation of the study is that the program which was studied has been in operation for five years. Participants were relying on memory to describe past events and experiences.

Definition of Terms

Teacher-Librarian--In Alberta, this term is assigned to any certified teacher who has the responsibility of managing a school library. This individual may or may not have specialized training in the field of school libraries.

The Integrated School Library Program--This term refers to a school library program which is integrated with the instructional program of the school. The program is described in detail in Alberta Education's 1985 document entitled Focus on Learning.

Organization of This Report

The remainder of the report is organized into six chapters. Chapter 2 deals with a review of the literature on the role of the teacher-librarian and the operation of a school library program. Chapter 3

describes the design of the study and the procedures followed in the data analysis. Chapter 4 provides a description of the integrated library program studied and the context in which the program operated. In Chapter 5 the interview data are analyzed and described within each category. Chapter 6 explores the deeper themes that emerged from the data and introduces a body of literature that helped in developing and understanding the identified themes. A summary of the study, conclusions and possible implications are included in the final chapter.

CHAPTER 2

REVIEW OF THE LITERATURE

The current focus on the importance of the teacher-librarian's involvement in curriculum and instruction started to appear in the literature in the late 1970s. Prior to this time, the school library literature was more concerned with establishing the need for library programs. For example, Mancall (1985) reviewed a number of studies from the late 1950s to 1982 which demonstrated that an effective library program operated by a qualified professional had a positive influence on student achievement. Gradually the emphasis shifted from making a case for the establishment of school libraries to the effectiveness of the role of the teacher-librarian.

As the relationship between the role of the teacher-librarian and student learning began to be understood and accepted, various provinces in Canada became involved in the task of expanding the role of the teacher-librarian to include integrated instruction. The development of these policies was heavily influenced by the writing of leaders in the field of school librarianship.

Due to the recency of the concept of the teacher-librarian occupying an instructional role, much of the

available literature is designed to promote this idea. To this point, very few empirical studies have been undertaken in Canada. Many of the studies that have been done focus on the differing perceptions that exist on the role of the teacher-librarian. These studies are included in this literature review to illustrate the point that the role of the teacher-librarian is not, as yet, clearly defined and understood by administrators, classroom teachers, or even by teacher-librarians themselves.

Both the Canadian and American literature that deals with the role of the teacher-librarian from approximately 1979 to 1989 has been explored. Although the American literature on the role of school library media specialists concentrates more on their involvement with media, there is sufficient overlap in the emphasis on instruction to include the writing from both countries. The Canadian term, teacher-librarian, and the American term, library media specialist, will be used interchangeably in this discussion.

The first section of this literature review explores the opinions of some of the influential writers in the field. A discussion of the findings from a series of role perception studies, both Canadian and American, follows. The third section reviews documents emanating from various provinces which attempt to define the direction for school library programs and the role

teacher-librarians play within them. The concluding section provides a synthesis of the literature reviewed. From this combination of literature, seven strands of the teacher-librarian's role that might be of significance in the implementation and operation of an integrated library program were identified. These areas, which can be clustered under the first two research questions dealing with the conceptualization of the role and the interaction of the teacher-librarian with others, guided the development of this study and provided a format for the analysis of the data. The literature with respect to the role of the teacher-librarian does not address the context in which the teacher-librarian works, the topic of the third research question. This question will be explored later on in this report using literature from another field.

Role of the Teacher-Librarian

This section describes the role of the teacher-librarian as envisioned by leaders in the field of school librarianship (Davies, 1979; Haycock, K., 1981; Vandergrift, 1979; Wehmeyer, 1984). These views are widely accepted in the school library community and have strongly influenced the development of policy on school libraries in Canada. Their vision marks a change in the role of the teacher-librarian from technical manager to instructional partner. As in any change process,

acceptance and implementation by practitioners has been slow.

These writers outline the importance of the teacher-librarian's role in curriculum and instruction in light of changes which have taken place in assumptions about teaching and learning. They believe that within the past decade there have been changes in the way educators perceive the process of teaching and learning. Due to the changing environments and the information explosion, instruction now centers on the process of learning rather than on content (Haycock, K., 1981). "Discovery and inquiry methods of teaching are b coming increasingly common and contribute to the development of independent, disciplined learners who can recognize problems, formulate hypothesis, ask important questions, locate, analyze and evaluate information and reach valid conclusions" (Haycock, K., 1981, p. 4). Grazier expressed a similar view about the changes in educational focus. "Learning how to learn is viewed as the central problem of the curriculum. This process oriented approach focuses on the student, aiming to help him [sic] develop cognitive skills which presumably will apply to a variety of situations outside the school" (1979, p. 265).

With the evolution in educational thinking from the learner as a passive receiver of knowledge to the learner as an active participant in the process of

acquiring information, these writers posit that the role of the teacher-librarian should also grow and evolve to meet these demands. The traditional perceptions of the librarian as story lady or keeper of the books (Vandergrift, 1979) need to be changed. Teacher-librarian's should be seen as being integrally involved in the teaching and learning process. "The school library media program becomes an instructional source and force for excellence only when it functions as an integral support component of the teaching-learning enterprise" (Davies, 1979, p. 13).

To meet this change in role K. Haycock (1981, p. 4) claims that "the school librarian is, or should be, an outstanding or master teacher with specialized advanced education in the selection, organization, management and use of learning resources." Wehmeyer (1984) concurred with this description by saying that the library media specialists are educated, fully qualified members of the instructional team.

Davies (1979) gave a profile of this new breed of library media specialists. The library media specialist must be a competent and effective member of the teaching staff who brings to the position knowledge of teaching theories, methods and practices, knowledge of curriculum design and implementation, knowledge of the science and art of communication, and knowledge of how to integrate the resources and services of the library with the

instructional program (p. 64).

The expectations for the role held by these experts in the field place high demands on teacher-librarians. They are asking teacher-librarians to become involved in changing teachers' perceptions about the teaching and learning process, to work cooperatively, to become involved in curriculum and instruction, and to communicate this new approach effectively to the staff. Not all teacher-librarians may be willing to embrace this new role nor may all administrators or teachers be willing to accept it.

Several studies have been conducted on the perceptions that principals, teachers, and teacher-librarians have on the role of the teacher-librarian. These studies tend to indicate that the vision for the role held by leaders in the field is not yet uniformly shared by practitioners.

Role Perception Studies

A survey of some role perception studies conducted in the 1980s (Edwards, 1989; Hambleton, 1982; Hauck, 1985; Johnson, 1983; Mohajerin & Smith, 1981; Rainforth, 1981) showed that perceptions of the role that a teacher-librarian does or should play differ both among and between groups of respondents.

All of the studies reviewed were conducted through the use of survey questionnaires. Some surveyed only

principals and teacher-librarians (Edwards, 1989; Hauck, 1985) while the others included teachers (Hambleton, 1982; Johnson, 1983; Mohajerin & Smith, 1981; Rainforth, 1981). The studies conducted by Edwards (1989), Hauck (1985), Johnson (1983), and Mohajerin and Smith (1981) examined elementary, junior, and senior high school settings. Their data were analyzed by respondent groupings without taking school level into consideration. Hambleton's (1982) study was limited to elementary teacher-librarians in nine Ontario school districts and Rainforth's (1981) sample was limited to high school teacher-librarians in Nova Scotia. Although not all of the data-gathering instruments were the same, they all divided the role of the teacher-librarian into tasks. The respondents were asked to rate the priority they placed on each task. These tasks clustered into such general areas as materials selection, technical/clerical activities, instruction, curriculum development, information services, and audio-visual involvement.

Teacher-Librarians' Perceptions of Their Role

Generally, teacher-librarians agreed on the importance of their involvement in the tasks of materials selection and library management. They also agreed on the low importance of their involvement in clerical/technical activities. Teacher-librarians showed less general agreement in their involvement in

instruction and curriculum development.

Rainforth's (1981) study of high school librarians in Nova Scotia found that teacher-librarians agreed on the importance of their involvement in materials selection and were aware of the need to be familiar with the curriculum. He also found that teacher-librarians were not united on what role they should play in curriculum development. Johnson's (1983) study of teacher-librarians in one rural Alberta school district also found agreement on the importance of materials selection but showed there was no consensus for involvement in curriculum.

From the findings of these studies, it appears that teacher-librarians are in agreement on the traditional tasks they perform but are not in agreement on their role in curriculum and instruction.

As Hambleton (1982) suggested in her study, until teacher-librarians can communicate a clear definition for their role, the broader educational community will not have a clear vision for the role of the teacher-librarian.

Principal's Perceptions of the Role

Principals demonstrated a fairly consistent view of the role of the teacher-librarian. They agreed with the teacher-librarians on the importance of the tasks of materials selection and library management as well as with the relative unimportance of the teacher-

librarian's involvement in technical/clerical tasks.

In some cases (Hambleton, 1982; Johnson, 1983) the principals actually held higher expectations for the role in terms of instructional involvement than did the teacher-librarians themselves. Johnson (1983) found that principals wanted teacher-librarians to become more involved in curriculum development by attending department level meetings. Hambleton's (1982) study showed that principals placed a higher priority on involvement in curriculum development than did the teacher-librarians.

Some principals felt that teacher-librarians needed to improve their interpersonal communication skills (Edwards, 1989; Hambleton, 1982). Hambleton's study revealed that teacher-librarians' mean scores for personal relations and sociability were lower than for other traits. Perhaps this lack of communication skills contributes to the low level of agreement among teacher-librarians as some would rather continue to work with books than to work cooperatively with people. The lack of proficiency in this area may also contribute to their apparent difficulties in communicating a clear vision for what their role entails.

Edward's (1989) study indicated that principals are still somewhat unsure of the role of the teacher-librarian. They felt that teacher-librarians should spend the majority of their time on instructional

activities but thought that librarians actually only spent 25% of their day on instruction. The teacher-librarian group in this survey believed they spent almost 50% of their time on instruction. Perhaps principals and teacher-librarians define instruction differently. Improved communication between the two groups might help to clear up the confusion.

Teachers' Perceptions of the Role

Teachers tended to have lower expectations for the involvement of teacher-librarians in instruction than principals and librarians. Teachers placed priority on the tasks of organization and circulation of materials, library management, and materials selection. Rainforth (1981) found that teachers did not favor the teacher-librarian's involvement in selection of audio-visual material, only print material.

The teacher group placed a lower importance on the areas of curriculum and instruction. Teachers generally saw the teacher-librarian as occupying a technical/clerical role and did not consider the teacher-librarian to be a teaching colleague. Johnson (1983) concluded that teachers are generally unaware of what instructional services a qualified teacher-librarian can offer.

These studies show that there is a general agreement on the traditional aspects of the teacher-librarian's role but they show that there is less

consensus, particularly among teachers, about the teacher-librarian's involvement in curriculum and instruction.

The visions of the leading writers in the field of school libraries appear to have had less impact on practitioners than it has had on policy makers. The impact that these writers have had on policy is evident in the next section which describes various provincial program documents for school libraries.

Program Documents

Policy makers in various provinces across Canada seem to favor the vision of teacher-librarian as instructional partner as espoused by leading writers in the field of school libraries. The documents produced by these provinces provide guidelines for schools to follow in changing a traditional library program into an integrated program of instruction.

In 1982, the Ontario Ministry of Education developed the program document Partners in Action: The Library Resource Centre in the School Curriculum. This document attempts to show how the partnership between the principal, classroom teacher, and teacher-librarian "can lead to the creation of resource-based learning programs which promote learning through active inquiry, the mastery of learning skills, the development of language proficiency, and the appreciation of media"

(Ontario Ministry of Education, 1982, p. 4). The role of the teacher-librarian is described in terms of six areas:

1. Consultation--The teacher-librarian is involved in the identification of teaching and learning strategies, working with teachers and students in the selection, production, and evaluation of resources, and serving as a consultant in planning effective learning activities;

2. Curriculum Development--The teacher-librarian participates as a partner in planning, implementing, and evaluating curriculum;

3. Instruction--The teacher-librarian is a teacher who works cooperatively with other staff members and who shares the responsibility of teaching learning skills;

4. Selection of Learning Resources--The teacher-librarian matches learning resources to user needs. This involves keeping up to date on new materials and equipment, as well as on the potential of modern technology to improve access to information. The selection of materials to be purchased is done cooperatively by the teacher-librarian and classroom teacher;

5. Management--The teacher-librarian, in consultation with the principal, establishes, implements, and evaluates resource centre objectives. This also involves the administration of timetabling,

budgeting, and the supervision of library staff. The teacher-librarian also establishes interlibrary loan systems for sharing resources;

6. Program Advocacy--The teacher-librarian has the responsibility to interpret the role of the library resource centre in teaching and learning activities of the school to the principal, teachers, supervisory officers, parents, trustees, and students (p. 13).

Alberta Education's program document Focus on Learning: An Integrated Program Model for Alberta School Libraries (1985) draws from the Ontario document. Alberta Education defines a teacher-librarian as an experienced teacher who has post-graduate training in library science and/or educational media technology. The trained teacher-librarian is expected to have an understanding of the information function of librarianship and the learning requirements of students. This relationship is manifest in a full partnership with classroom teachers in planning, conducting, and evaluating instruction (p. 55). Specifically the role of the teacher-librarian includes the following areas:

1. Planning, developing, and coordinating library services in the school;

2. Managing the school library efficiently by ensuring that goals and policies are established, that budgets are prepared, and that personnel are organized to meet the instructional needs of the school;

3. Developing good working relationships with personnel in other resource centres;

4. Seeking opportunities for professional development in school librarianship (p. 56).

Fuel for Change: Cooperative Program Planning and Teaching (British Columbia Teacher-librarians' Association, 1986) defined the role of the teacher-librarian using the guidelines established by the Canadian School Library Association. These guidelines, The Qualifications for School Librarians, were originally published in 1979 and were reprinted with permission in the B.C. document. The following nine competency areas were outlined:

1. Administration of the learning resources program;

2. Selection of learning resources;

3. Acquisition, organization, and circulation of learning resources;

4. Reading, listening and viewing guidance;

5. Design and production of learning resources;

6. Information and reference services;

7. Promotion of the effective use of learning resources and services;

8. Cooperative planning and teaching--This includes the ability to participate as a teaching partner in the accomplishment of identified learning objectives through a knowledge of recommended resources

and appropriate teaching/learning strategies;

9. Professionalism and leadership--This includes the ability to develop and promote the use of the human and material resources of the school resource centre and its facilities through cooperative professional activities (Haycock, K., convener, 1979).

The British Columbia Teacher-Librarians' Association of the British Columbia Teachers' Federation placed an emphasis on the competency areas of cooperative planning and teaching, and professionalism and leadership.

Saskatchewan Education's program document Resource Based Learning: Policy, Guidelines and Responsibilities for Saskatchewan Learning Resources Centres (1987) focuses on provincial, district, and school responsibilities for program development and implementation and does not define roles of specific actors. A teacher-librarian is broadly defined as "an individual who has a valid Saskatchewan teaching certificate and either a university major in school librarianship or a degree in library science" (p. 9).

These documents place a strong emphasis on the role the teacher-librarian should play in the teaching and learning process. As these documents are setting the direction that school libraries will take in the future, it is likely that teacher-librarians will become more involved in the instructional aspect of their role. Before this role will have a wider acceptance in the

broader educational community, particularly with classroom teachers, there are several elements within the role that need to be understood and addressed. The concluding section addresses these elements which serve to guide the development of this study.

Issues Guiding the Development of the Study

Through the analysis of the literature, seven strands within the teacher-librarian's role emerged. The exploration of these strands help to address the first two research questions presented in the problem statement. These aspects of the role which are explored in this study are (a) having a clear vision for the school library program, (b) possessing good interpersonal communications skills, (c) being involved in program advocacy, (d) acting as a change-agent, (e) serving as an instructional leader, (f) showing commitment to overall school goals, and (g) occupying a position of informal leadership within the social structure of the school. There appears to be some agreement in the literature that these are areas worth exploring. Many of the leaders in the field of school librarianship maintain that these areas are essential to the role of the teacher-librarian. The following section outlines the findings and opinions of the field's most cited writers within each aspect of the role to be explored in this study.

Vision

Studies conducted in the field of school librarianship revealed that librarians themselves are not in agreement about the role they should play. Because of the results of these studies, some writers believe that teacher-librarians must clarify their purpose themselves before they can expect to gain support from principals and teachers. "The conclusion that these studies reach, of course, is that unless teacher-librarians start to speak with a unified voice about what the purpose of the program is and why they are in the school, there is never going to be a basis of understanding and support for that program and its continuation" (Haycock, K., 1985, p. 104).

It appears that once teacher-librarians have a clear vision of the goals of the library program and the role they play in attaining those goals, the vision can be conveyed to the rest of the staff. Hambleton (1982) maintains that without this clarity of purpose, teachers and administrators will remain unsure of the role of the professional teacher-librarian. "If a message is to be transmitted without distortion, that message must be clear and also clearly stated" (Hambleton, 1982, p. 20).

There is a consensus among writers in the field (Burdenuk, 1984; Haycock, C., 1984; Howlett, 1983; Jobe, 1980) that forming a vision for the development of a school library program may be an important step for

teacher-librarians to take in implementing an effective school library program.

Interpersonal Communication Skills

Hambleton's study of teacher-librarians in Ontario (1982) collected data on personality characteristics. She found that "librarians' mean scores were lower for personal relations, ascendancy, and sociability than for other traits" (p. 20). She found that if teacher-librarians hope to build a program that revolves around cooperation, the importance of building interpersonal communication skills must be addressed.

Ontario's Ministry of Education recognized the importance communication plays in the role of the teacher-librarian. Its document described one facet of the role as being consultative which implies a good working relationship with the staff is in existence (Ontario Ministry of Education, 1982, p. 36). To act as a consultant, the teacher-librarian must be able to communicate effectively with the teachers with whom they work.

Many other writers emphasized the importance of communication skills for the teacher-librarian (Haycock, C. 1984; Howlett, 1983; Wehmeyer, 1987). Since teacher-librarians interact daily with administrators, teachers, support staff, and students, it may be to their advantage to be able to utilize a wide variety of communication strategies.

Program Advocacy

Many writers stressed the importance program advocacy plays within the role of the teacher-librarian. Ontario's Ministry of Education included program advocacy within the provincially written role description of the teacher-librarian. They felt that "the teacher-librarian has a responsibility to interpret the role of the library resource centre in the teaching and learning activities of the school to the principal, teachers, supervisory officers, parents, trustees, and students" (Ontario Ministry of Education, 1982, p. 13).

Informing administrators and staff members about the contribution that an integrated library program can offer to student learning and the services that a teacher-librarian involved in instruction can offer to teachers, are important aspects of the teacher-librarian's role. Without fully understanding what this program can offer, teachers and administrators are less likely to give it their support.

Other writers in the field strongly recommend that teacher-librarians become more active in advocating the importance of this program (French, 1988; Howlett, 1983).

Change Agent

Many writers discuss the aspect of change in the teacher-librarian's role. They believe that implementing an integrated program model into a school

involves changing beliefs about the teaching and learning process. "What we are talking about is getting teachers to change the way they teach and to adopt team teaching, resource-based techniques" (Haycock, K., 1985, p. 105). In an integrated program, teaching is viewed as a cooperative rather than an isolated endeavor. It also places an emphasis on the acquisition of information skills rather than on the mastery of specified content. These changes are not always easy to bring about. Leading writers in the field believe that the teacher-librarian can help to bring about these changes. "The teacher-librarian is in an ideal position to help initiate change at the school level" (British Columbia Teachers' Federation, 1986, p. 4).

Wehmeyer (1987) illustrated that the teacher-librarian may become involved in other change implementations within the school that would also serve to meet the goals of the school library program. The teacher-librarian may engage in a series of actions deliberately designed to further program goals while supporting an innovation in the curriculum.

Change is a complex process. It occurs as the result of patient, recurring interactions over a long period of time (Monkhouse, 1984; Wehmeyer, 1987). Leading writers in the field seem to agree that it is important that the teacher-librarian be aware of the complexity, and often the difficulties, of implementing

a change.

Instructional Leader

Leaders in the field of school librarianship posit that it is the instructional component of the program that signifies the greatest change in the function of the school library. C. Haycock (1984) believes that teacher-librarians must be viewed as professional teaching colleagues. Tewel and Krool (1988) support her by saying that "school library media specialists can make a significant contribution to educational life and can play a major leadership role in the effort to improve instruction" (p. 244).

Howlett (1983) suggested that the teacher-librarian can become an instructional leader by being involved in cooperative curriculum planning, providing consultative services to teachers, assisting with student evaluation, and attending other department meetings to gain insight into what is happening throughout the school. It is important to develop an understanding of the instructional role of the teacher-librarian.

Commitment to School Goals

Many writers discuss the importance of the teacher-librarian showing commitment to the overall goals of the school. Wehmeyer (1987) believes that if teacher-librarians want the library program to be effective, they must demonstrate an understanding of and commitment to the mission of the school. French (1988) supported

that notion by saying "promote not only your program but the school program. You are part of the team" (p. 15).

Collectively these writers are saying that to a operate an effective program, teacher-librarians must have a broad vision of the school. They must support the overall school philosophy and work with that in implementing an effective library program. Kulleseid (1987) believed that "a library media specialist who wishes to have an impact on instruction should support projects identified by the principal as important for the school rather than projects that happen to be close to the media specialists heart" (p. 158).

The teacher-librarian must be visible, accessible, and involved. They should become members of professional development committees, budget committees, interview committees or whatever will serve to increase their profile within the school (Haycock, C., 1984).

Although this area is not well documented by research in the field, it appears to be an important component within the role of the teacher-librarian.

Informal Leadership

Many writers discussed the leadership potential of the teacher-librarian. They felt that by occupying a position of informal leadership the teacher-librarian would be more likely to operate an effective program. Kulleseid (1987) claimed that "the best managed library media programs have a clear focus of leadership, a

visible leader willing to accept responsibilities and a presence throughout the school--not just in library media" (p. 157). French (1988) and Burdenuk (1984) felt that the authority or power granted to a teacher-librarian is not granted on the basis of position, but rather on his/her ability to influence those with decision-making authority. Bowman (1981) described teacher-librarians who have power within their school as those "people who have the capacity to make people believe in them. They are granted power by others. It is part charisma, part pecking order, part strength of purpose and clarity of goals" (p. 7).

Wehmeyer (1987) described the position of the teacher-librarian within the school as that of an informal leader. She described an informal leader as someone who focuses attention through vision, develops meaning of the vision through communication, engenders trust, delivers promised services, learns through the organization and fosters learning within the organization.

Summary

Although there is not as yet much empirical evidence to support the development of an integrated school library program, many of the concepts and ideas proposed are consistent with those advocated in other areas such as effective schools, teacher

professionalism, and school culture. There appears to be support for the development of an integrated school library program in the findings of Rosenholtz's (1985) work on effective schools and Little's (1982) work on school success.

CHAPTER 3

METHODOLOGY

This study was conducted in the naturalistic paradigm. Owens (1982) defined naturalistic inquiry in this way.

> The term, naturalistic, expresses one view as to the nature of reality. It is the view that the real world that we encounter 'out there' is such a dynamic system that all of the 'parts' are so interrelated that one part inevitably influences other parts. To understand the reality of that world requires acceptance of the notion that the parts cannot be separated, bit by bit, for careful examination without distorting the system that one seeks to understand. (p. 6)

The purpose for conducting research in this paradigm is to gain a deeper understanding of the problem or issue to be studied within the context in which it operates. The general purpose of this study was to describe and analyze the operation of an effective school library program within the complex structure of the school setting in order to reach a deeper level of understanding.

Although the basic structure of the study was in place prior to the data collection, the design continued to emerge as unanticipated aspects of the role and program emerged throughout the study. Guba (1981) stated that "naturalists...will insist on an emergent design which is never complete until the inquiry is arbitrarily terminated as time, resources, or other

logistical considerations might dictate" (p. 79).

Site Selection

The site for this study was selected on its reputation for operating a successful school library program. At the selected school, all teachers on staff were involved in cooperative planning with the teacher-librarian and the principal was very supportive of the program. The initial recommendation came from an instructor in the field of school librarianship at the University of Alberta as a result of her visits to the school. This site was purposefully selected to insure that an effective program was studied.

The initial contact was made with the teacher-librarian on February 8, 1989. The contact was made in this way to insure that the teacher-librarian's participation would truly be voluntary; the initial decision was left to her. The study was explained to her in some detail over the telephone. She expressed interest in being involved but wanted the opportunity to discuss it with her principal prior to making any firm commitment. The teacher-librarian called on February 12 saying that she, and the school, would be happy to participate in the study.

Formal application was made to the School District on February 13 requesting permission to conduct research in one of their schools (See Appendix A). Permission

was granted the next day by telephone followed by written approval.

After receiving formal approval, a meeting was arranged for Monday, February 20 to discuss the study with the principal and teacher-librarian. At that meeting, they were presented with a written summary of the proposal (See Appendix B). After minimal discussion, the consent forms were signed.

Ethical Considerations

Obtaining Informed Consent

The nature and purpose of the study were carefully explained to the participants prior to obtaining their consent. A meeting was arranged with the principal and teacher-librarian to explain the study to them. At that meeting they were presented with a written summary of the proposal (See Appendix B) along with a consent form (See Appendix C) to be signed. Teachers interviewed also received this summary and consent form prior to being interviewed.

Through presentation of the study, both verbally and in writing, participant consent was fully informed. Participants were informed of their right to opt out of the study at any point in time in the written summary and prior to each interview.

Anonymity and Confidentiality

As the data were collected through interviews and observations, the respondents were not guaranteed anonymity from the researcher. However, they were assured confidentiality by not having their names linked with information provided in the final report, nor were the raw data notes shared with anyone before being coded. Results have been reported as generalizations and are not be traceable to any one source. Pseudonyms have been used for all participants and for the school. Description of the school setting is not detailed enough to allow identification.

Due to the uncontroversial nature of the topic and the successful reputation of the program studied, there is limited potential of threat or harm to participants.

Data Collection

Three methods were used to collect data for the study: interviews, observation, and document analysis. Data collection began on February 20 and concluded in the middle of April.

The semi-structured interviews were designed to collect information on the role the teacher-librarian plays in the implementation and operation of an integrated program. Three interviews were conducted with the teacher-librarian, one with the principal, and one interview with each of six teachers (See Appendix D

for specific interview schedules). All interviews were tape-recorded and fully transcribed.

The initial interview with the teacher-librarian (February 22) was designed to obtain background information about her, to discuss organizational structures that allow the program to function, and to develop an overview of her role. During the second interview (March 16), the discussion centered on the library program: how it developed, its evolution, and its current state. The final interview (April 19) focused on the teacher-librarian's philosophy of the school library and the function the program serves in the school. During this interview, initial phases of data analysis were discussed to check the accuracy of the interpretations.

The purpose of the interview with the principal (February 22) was to determine how she provides support for the school library program, why she chooses to support it, and how she perceives the role of the teacher-librarian within the organizational structure of the school. This interview also provided background information about the school.

Six teachers were selected to be interviewed. An effort was made to balance the selection in terms of grade levels, tenure, degree of involvement, experience in cooperative planning, and to a lesser degree, gender. The teachers interviewed were asked to provide

background information about themselves and to describe their involvement in the library program. The questioning process attempted to uncover their attitudes and underlying reasons for participation. These interviews were conducted during the week of March 6 to 10. The teachers were given release time by their principal in order to be interviewed during school hours.

Data were also collected through observation of the teacher-librarian in a variety of situations: a cooperative planning session, and a cooperatively planned lesson. The purpose of the observations was to triangulate information provided in the interviews and to observe the relationship of the teacher-librarian with other staff members in an attempt to uncover her placement within the informal organizational structure.

Documents such as school newsletters, long-range plans of the teacher-librarian, and the school handbook were analyzed to provide a deeper understanding of the school context in which the program operates and to serve as a form of data triangulation.

Trustworthiness of Data

Guba and Lincoln (1981) suggest four major areas of concern relating to trustworthiness: truth value, applicability, consistency and neutrality.

Credibility, or the truth value of the findings,

was addressed through triangulation of data, peer debriefing, member checks, and the collection of referential materials. Triangulation was achieved by collecting data from several sources. Seven staff members besides the teacher-librarian were interviewed. Data were also collected through the observation of the teacher-librarian in a variety of situations and through document analysis. Each source was used to corroborate previously obtained information. Peer debriefing was carried out throughout the study through the discussion of the findings with a university professor as well as with others working in the area of school libraries. Member checks were carried out with each individual both during the interview and through the provision of written transcripts. At several points throughout each interview, the interviewee's statements were summarized both to identify factual errors and to check the interpretations. Each interviewee received a transcribed copy of the interview. This gave the interviewee the opportunity to clarify responses or add any additional information. Member checks were also carried out after the collection of the data as the principal and the teacher-librarian read through and approved the initial data analysis. At this point, respondents requested that grammatical errors in their quotations be corrected before being included in the study. Therefore the quotations used in this report

have been cleared of most grammatical errors but the intent and vocabulary of the speaker have been retained. All notes of meetings and interviews, tapes, documents, and observation records will be kept on file in order to substantiate the findings.

Transferability, or applicability, of the findings are limited by the context. A thick description of the school context in which the program operates is provided.

Dependability, or consistency, was addressed through the careful maintenance of an audit trail. Records of how and when the data were collected, raw notes from interviews and observations, records of meetings about the research, all documents used as data sources, and decisions regarding analysis have been maintained in a log.

Confirmability, the issue of neutrality, was achieved through triangulation of data, peer debriefing, member checks, and application of the cohesiveness test--do the findings reported make sense.

Data Analysis

The transcribed interview data were subjected to content analysis. Powney and Watts (1987) defined analysis as "the reduction of data to some manageable amount or 'handleable' form. The very task of the analyst is to work through the data and re-present in a

form that can be appreciated by the intended audience" (p. 161). Guba and Lincoln (1981) outlined four major characteristics of data analysis: it is a rule guided process, it is a systematic process, it should further the development of insights with respect to context, and it deals with manifest content (pp. 240-242). These statements served as a guide to the data analysis.

Categories

The first step of data analysis was the organization of data into categories. These categories "can be determined inductively, deductively or by some combination of both" (Berg, 1989, p. 19). This study used both inductively formed categories, those arising directly from the data, and deductively formed categories, those arising out of the literature review. Guba and Lincoln (1981) put forth canons of category construction. Categories must reflect the purpose of the research, must be exhaustive, should be mutually exclusive, and must be independent (pp. 243-244).

In the first stage of data analysis, an attempt was made to find information in the transcribed interview data pertaining to the seven categories identified in the literature review as being important to the role of the teacher-librarian. These categories were deductively formed as they arose out of the literature.

The categories identified in the literature review were (a) having vision for the school library program,

(b) possessing good interpersonal skills, (c) promoting the program, (d) acting as a change agent, (e) serving as instructional leader, (f) showing commitment to the school goals, and (g) emerging as an informal leader.

The analysis began by searching the principal's interview transcript for comments which reflected vision, then searching each of the other transcripts for information that fit into this category. These quotations were put together in an envelope labelled 'vision'. This process was repeated for each of the other six categories. Each category was assigned a color. In each transcript, every quote that had been used was underlined in the appropriate color. Some quotes had been included in more than one category. This color coding provided quick access to the quotes plus gave an indication of how much of the transcripts had not been used.

From that initial data analysis, support was found for the seven broad areas. These areas did not meet the standards described by Guba and Lincoln as the categories were not exhaustive nor mutually exclusive.

The second phase of data analysis began by repeatedly listening to the interview tapes and reading the transcriptions. During this process, recurring ideas were found that had not been addressed in the first stage on analysis.

Using this list of inductively formulated

categories along with the seven areas deductively identified, the key interviews (Teacher-Librarian #2 and Principal) were analyzed and coded. Again, categories were added that seemed to arise from the data. At this point twenty-nine possible categories were listed. This number was reduced by clustering those with similar intent and renaming the categories.

Using the reduced list, the key interviews were reanalyzed. A frequency count was performed to see which categories most frequently occurred in the data. Again, some of the categories were combined and some deleted.

As a result of this process, the list was reduced to eleven categories. These categories were arranged under the seven broad areas stated in the literature review. They served as a means to explore the first two research questions. Some of these headings remained as single categories while other headings covered several categories.

The categories identified were:

1. Vision
2. Program Advocacy
3. Change Agent
4. Interpersonal Skills
5. Instructional Leadership
   - Student Learning
   - Program Continuity

- Curricular Involvement

6. Commitment to School Goals
   - Shared Goals
   - Staff Collaboration
7. Informal Leadership
   - Teacher Confidence
   - Teacher Learning

According to Guba and Lincoln (1981) "once a preliminary set of categories has been developed, certain systematic checks should be made. The utility of a category set is a function of the internal homogeneity among items classified in any particular category and of the external heterogeneity among categories" (p. 93). In order to insure internal homogeneity and external heterogeneity, each category was defined in terms of the nature of items included within it.

The category Vision includes items which pertain to the overall direction of the school, school philosophy, and includes items which indicate how the vision was formed.

Program Advocacy includes items that demonstrated means through which the vision was conveyed to the staff, items linked to implementation as advocacy and implementation occurred simultaneously, socialization of new teachers, and items that show teachers in the advocacy role.

The category Change Agent consists of statements that indicate changed or changing (or need to be changed) assumptions about teaching and learning, perceptions of the role of the teacher-librarian, and items that indicate the institutionalization of the change.

The category of Interpersonal Skills focuses on the personal qualities of the teacher-librarian. This category also includes items which link the importance of these skills to the success of the program.

Student Learning is made up of all statements which allude to the priority that is placed on student learning, the importance of linking the role of the teacher-librarian to student learning, and various methodologies employed to increase student learning.

Program Continuity includes items which demonstrate how the teacher-librarian is involved in sequential skill development in students, in developing consistency among teachers and between grade levels.

The category Curricular Involvement includes items that illustrate the teacher-librarian's involvement in and familiarity with curriculum. These three categories, student learning, program continuity, and curricular involvement, all relate to the instructional leadership role of the teacher-librarian.

Promoting Shared Goals consists of statements that indicate the staff are pursuing similar goals and that

point to staff involvement in setting these goals.

Collaboration includes items that describe administrators, the teacher-librarian, staff, and parents working together. The categories of Shared Goals and Collaboration are a part of the overall area of Commitment to School Goals.

The broad area of Informal Leadership is made up of the categories of Teacher Confidence and Teacher Learning. This area also includes statements that make direct reference to the teacher-librarian as leader.

After carefully delineating each category, the data from interview tapes and transcripts were organized accordingly.

The coding of the data into categories represents one level of analysis. Categories provide a means to organize the raw data to allow for further interpretation. To the naturalistic inquirer "it is not only semantic symbols that are relevant to the research process" (Guba & Lincoln, 1981, p. 242) but also the opportunity for the inquirer to use "insight, intuition, and imagination to draw inferences" (Guba & Lincoln, p. 242). It is through this deeper level of analysis that emerging themes were identified.

Themes

From examining the data within each category, it appeared that there were common threads linking them

together. These common threads, or themes, appeared to be key factors in the effectiveness of the school library program: principal commitment, the teacher-librarian's position of informal leadership within the social structure of the organization, and the operation of the library program within the overall philosophy of the school. Since these findings had not been anticipated during the initial review of the literature, the recent literature on staff collaboration and building a professional culture in schools was used to help expand and develop these themes.

CHAPTER 4

DEVELOPING THE CONTEXT

To fully understand the role of the teacher-librarian and the integrated program described in this study, it is important to develop an understanding of the school setting in which it operates. This chapter is intended to convey the positive and welcoming atmosphere that was experienced by the researcher as a visitor to the school. This chapter also describes the functioning of the school library program. It is important to develop this holistic image of the school before the results of the data analysis are presented.

This chapter describes the school and some of its programs, the principal, and the teacher-librarian. The information in this chapter comes from interview transcriptions, school documents, observation notes, and the research log. Although these data were collected during a series of relatively brief visits, there appeared to enough consistency between the data sources to ensure their trustworthiness.

Kinsley Elementary School

Kinsley Elementary is located in a suburb of a large urban center. The school opened five years ago with a student population of 250. By the 1988-89 school

year, the enrollment had increased to 512. The staff currently consists of twenty-five teachers, two secretaries, and four teachers' aides. Among the teaching staff are several part-time specialist positions: two curriculum coordinators, a resource teacher, a counselor, an academic challenge teacher, and a teacher-librarian. The students attending Kinsley come from very diverse cultural and socio-economic backgrounds.

The administration and the staff at Kinsley make an effort to meet the needs of their students. They operate many special programs such as the Academic Challenge Program for gifted students and English as a Second Language. A special effort was made to meet the social needs of children as well as the academic needs. During the course of the research several extracurricular activities were observed that were open to the students: a noon hour computer club, an intramural program, a school choir, and the library club. The school also held a Christmas Concert, a winter carnival, a penny carnival, a Spring Concert, and a Science Fair.

Kinsley seemed to be a very active and busy place. The school has prepared a School Profile which seems to be consistent with the school and its programs. Perhaps the inclusion of this profile will help to create a holistic picture of the school.

Kinsley School Profile

Kinsley is a school dedicated to excellence. We operate on the philosophy that each and every person is a unique and special individual. Students are challenged to work to the best of their ability through a stimulating, supporting, and positive learning environment. Kinsley offers:

- a gifted program for students,
- an English as a Second Language program,
- adaptation, multiple handicapped, opportunity, and behavior disordered programs,
- extended French,
- a learning resources center which focuses on developing study and research skills through cooperative teaching and planning,
- resource program utilizing an in-class model to better meet individual needs of students,
- family time multi-age grouping for thematic activities which promote leadership and understanding amongst students,
- peer coaching for teacher support and development,
- whole school theme to promote a positive school spirit for all of its students.

We encourage parents to be knowledgable about and involved in their child's learning.

Kinsley has experienced tremendous growth reaching 512 students. Students come from a variety of ethnic and socio-economic backgrounds. This is an outstanding asset in developing an awareness and appreciation of all peoples.

The broad range of academic and social opportunities provided to the students at Kinsley is conducive to the development of a rich learning environment. Many of these programs and activities are developed during the weekly professional development meeting of the staff. Each school day is extended by a few minutes to allow for early dismissal every Thursday. This ongoing professional development has been an important component in Kinsley's development. However, there is more to a school than people and programs.

Each school has its own atmosphere which becomes apparent the minute you walk in the door. Kinsley emanated a warm and welcoming atmosphere. There was a coat rack in the main entry way to hang jackets. From there, a sign, decorated with student art, pointed to the main office. During the wait to meet with the principal, the secretary offered to get a cup of coffee. A collection of coloring books and crayons were available on a low table in the main office as well. All of these factors indicated that this school was used to having visitors and they had made a conscious effort to make them feel welcome.

This first impression of Kinsley as an active and welcoming place seemed to be accurate. The welcoming atmosphere was evident during each visit and the positive impression of Kinsley was maintained throughout the study.

The Principal

At the head of this school is Rae, the principal. Her teaching career has spanned twenty years and has included experience at several grade levels, as a teacher-librarian, and as a district level consultant. She has been the principal at Kinsley since it opened in 1985 and has been instrumental in shaping its development.

Her personal philosophy for the school, which is

shared by the staff, centers on the development of life-long learners and independent decision makers. She views the school library program as making a vital contribution to putting her philosophy into action. Her personal philosophy also includes the involvement of parents in their child's education. She actively encourages parental involvement through regular school/parent communications.

Each family is provided with a School Handbook which includes information regarding general school policies and procedures (See Appendix E). The opening letter from the principal sets the tone for the positive relations that Rae hopes to establish with parents. She makes it very clear that the best way to educate children is by having the school and the family work together. In the following quotation taken from the opening letter in the School Handbook, Rae issues a very sincere invitation to parents to become involved.

From the Principal

> It is a privilege to have your child at Kinsley. We recognize the awesome responsibility we have with you in helping your child to develop and achieve. Each of us has an important role in the success of our school. You, as parents, are vital in the education of your son or daughter. We invite you to become an active force in our common goal--TOWARDS EXCELLENCE.
>
> This handbook is designed to share with you some information about our school. Please read and keep for quick reference throughout the school year.
>
> As your principal I look forward to working with each of you. Your comments are welcome. If

you have questions, concerns, or bouquets do call--I want to hear from you.

Let's keep the lines of communication open to make this year the best!

It appeared that these lines of communication were kept open throughout the year as promised. The school newsletter was used as a means of communication. (See Appendix 6). This newsletter was much more than a calendar of upcoming events. Through the newsletter, Rae was continuing her efforts to involve parents in their child's education by extending an invitation to parents to come in to the school and by providing parents with ideas of ways to help their child at home. Included in the newsletter were such things as tips on how to make the most of the upcoming parent-teacher-students conferences, how to react to a poor report card, the importance of voting in the upcoming provincial election and an invitation to drop by for coffee at the same time, and a Little League Baseball registration form. Kinsley was more than meeting its objective of keeping the lines of communication open; they were involving parents as partners in the learning process of children in a meaningful way.

Although the overall school programs, activities, and the philosophy of the principal were not the focus for the study, it is important to develop an understanding of the context in which the teacher-librarian operates.

The Teacher-Librarian

The school library program is guided by Joan, the teacher-librarian. Her fifteen years of teaching experience includes Grades 1, 2, 4, 6, and the resource room. Many of these teaching positions have been in combination with a teacher-librarian position as she has ten years of experience in the field of school libraries. At one point in her career, Joan took a sabbatical leave to complete her graduate diploma in school libraries. Along with her university training, Joan has attended many inservices and workshops on cooperative planning and teaching.

Joan has been at Kinsley since it opened. Prior to that, she worked with Rae at another elementary school. At that time, they both became very interested in the cooperative learning model and started to pursue it. When Rae took the principalship at Kinsley she asked Joan to take on the library and together they continued to develop an integrated school library program.

The purpose of their school library program is clearly stated in Joan's carefully prepared long range plans (See Appendix G). The aim of the Kinsley library is to help students become informed decision-makers and life-long learners. The role that the school library plays in helping to educate children is deemed to be important enough to warrant a section in the parent handbook.

Excerpt from Parent Handbook

> Our library is the heart of our school, a warm, inviting and busy place where all children can experience enjoyment and success.
>
> Research and study skills which enable students to become life-long learners will be taught within the context of units of study in consultation and cooperation with the teacher-librarian.
>
> Students are encouraged to use the library on a frequent basis. By using a library pass they may exchange their books or magazines when they have completed them...

Operating such a library program requires adequate clerical assistance. Joan is assisted by a full time library aide. The library aide assumes most of the responsibility for the technical/clerical duties. This amount and quality of assistance allows Joan more time to concentrate on the instructional aspect of her role. Joan is still responsible for ordering new resources, maintaining the audio-visual equipment, preparing the library budget, as well as completing other administrative tasks. As most of Joan's days are taken up with instruction, many of these administrative tasks are done in the evenings and on weekends.

The library also supports an active volunteer program which includes Grade 6 students and parents. The volunteer students card and shelve both fiction and non-fiction. The parent volunteers check the students' shelving and assist in other areas as directed. This assistance with shelving is a big help to the library aide as it gives her more time to work on other tasks and assist individual students as necessary.

All of this clerical and volunteer support in the library gives Joan the time to work cooperatively with teachers in teaching children information management skills and literature appreciation. Cooperative planning involves the classroom teacher and the teacher-librarian planning and teaching units of study together.

In a cooperative planning session that was observed during the course of the study, Joan met with a classroom teacher to plan a unit. The assistance that Joan offers to a classroom teacher through cooperative planning was very evident. At this meeting, the classroom teacher outlined the topic and basic objectives she planned to teach. One of these objectives was to have the students do a research project. They discussed research strategies the students had already covered and what new skills would have to be introduced. Joan agreed to check into the availability of suitable resource material. The two teachers also brainstormed other ideas and activities that could be incorporated into the unit. Because Joan sometimes had a few minutes during the day where she wasn't teaching, she offered to arrange for the field trips and a guest speaker. At the end of the session, they agreed to meet again to decide who was going to be specifically responsible for which portions of the unit.

The units that are cooperatively planned are very diverse: everything from novel studies to archeology

units. Generally in these units, Joan teaches the information skills of retrieval, processing, and sharing within the subject content established by the classroom teacher. Other units sometimes concentrate on developing an appreciation of knowledge and culture. The two teachers then teach these units together. These units are recorded on the school's planning guide, a standard unit plan format, and filed for future use. Joan believes that teaching these skills in a context that is meaningful to students is much more effective than the former method of teaching these skills in isolated library lessons.

At Kinsley, Joan works cooperatively with every teacher at least once, and sometimes twice, a year. In September as the classroom teachers develop their long range plans, they negotiate a time slot to work with Joan. There's a rush to "get your time booked" as Joan's timetable fills up very quickly. With this level of programming at Kinsley, Joan estimates that she spends approximately 85% of her time instructing students or planning with teachers. Each teacher is given an hour of time during the day to plan with Joan. During this time, the library aide supervises the classroom teacher's room.

To accommodate this cooperative planning, the library functions on a flexibly scheduled timetable. This means that the students use a library pass to

exchange their free reading material as they need to rather than in a regularly scheduled library period. Library time is scheduled after consultation with Joan. Some of the younger classes, Kindergarten and Grade 1, do visit the library as a class to exchange books but they are under the supervision of their classroom teacher, not the teacher-librarian.

When Joan was asked to describe a typical day in the library, she responded in one word, "busy." From this brief description of Kinsley Elementary School and some of the programs it operates, the term busy could be used as a synonym for the whole school. It is a very active school dedicated to providing a rich learning environment for students.

CHAPTER 5

DATA ANALYSIS: EXPLORING CATEGORIES

This chapter is organized according to the seven strands of the teacher-librarian's role that emerged from the literature review as having significance in the implementation and operation of an effective school library program. Some of the broad strands are made up of smaller categories.

Vision

Forming a vision for the development of a school library program is an important aspect of successful implementation. The vision for Kinsley Elementary School is very student centered. The goal of the teacher-librarian, the principal, and the staff is to help children become independent learners and thinkers. The operation of an integrated library program is one avenue used to pursue this goal.

The teacher-librarian's vision is clearly expressed in the 1988-89 Library Program Statement (See Appendix H for the complete document).

> The aim of our library program is to assist students to become informed decision makers and life-long learners. The teacher and the teacher-librarian work cooperatively to plan and implement units of study which incorporate research and study skills in different subject areas and at varying levels of difficulty. This cooperative planning and teaching is facilitated by strong

> administrative support, flexible scheduling, and considerable flexibility on the part of each teacher.

Joan, the teacher-librarian, formed this vision as a result of her ten years of school library experience, her university coursework, inservice training, and through eight years of working with Rae, the principal.

In the early 1980s, inservices and workshops began to focus on the instructional role of the teacher-librarian and the integration of research and study skills into the curriculum. Joan attended as many of these as possible. As she became more familiar with this new role, she began to believe that this was the best path to pursue.

> I began to realize that to teach those skills in conjunction with a unit that's meaningful to the students is probably the best way. I think I began to realize this after attending some of the sessions that were talking about cooperative planning and teaching and the importance of teaching study and research skills. I knew that was the only way to go. (Teacher-librarian)

The transition from hearing about cooperative planning and teaching at an inservice and actually putting the idea into practice is a difficult one. Joan made a point of visiting schools that operated integrated library programs to help her translate theory into practice.

> I know that when I first started out, not really knowing exactly how I was supposed to go about this or if I was doing the right thing, I made some visits to other school libraries just to sit and talk. Not necessarily to watch a class in action, just to sit down and talk with the librarian. (Teacher-librarian)

However, the teacher-librarian cannot transpose this vision into action without the support of the principal. Joan and Rae consolidated their vision by attending inservices together and visiting programs in the surrounding area. Gaining expertise is a necessary step in forming a solid outlook. The principal recalled some of those earlier experiences in an interview. "We had people come from Calgary to do some inservicing and I attended with Joan. We also visited other schools."

Rae's vision for Kinsley began prior to its opening in 1985. Her vision for the school included the operation of a successful school library program. Her background in the field of school libraries undoubtedly was instrumental in the formation of her vision.

> When opening our school there were certain things that I thought were very, very important. One of them being the library program. Having been a librarian myself, I had definite ideas as to what I would like to see. We were just learning about the cooperative learning model. I spoke to each possible staff member about the expectation that they become part of it and support it. This became one of the conditions for coming on staff. Having the expectation and having it come to fruition is another story. (Principal)

Her vision for the school also included the development of independent learners. In today's society where content is changing so rapidly, the students have to be given skills in the process of acquiring knowledge. The principal refers to these skills as being generic. In other words they are necessary for the students to have if they are to function effectively

in society.

> They have to learn to be independent learners and I think we want our students to be capable and independent. With the curriculum changing all the time, we have to provide what I call generic skills, and the library is such a wonderful place for it to happen. You open up the whole world to them and you teach them all the skills they might need. (Principal)

She believed that an integrated library program would help children become independent learners by giving them the skills that are necessary to cope in life.

> That's what we're all working toward, and this is something that's very, very important for me. We must meet individual needs. How do we go about that? That's why having a librarian who goes in and supports the teachers, helping them with a child where they need assistance is so important. It all boils down to individualizing. Meeting individual needs; developing a capable, responsible, independent learner. That's where our school is going. (Principal)

This vision of creating independent learners through the library program seems to be shared by the staff as well. Several of the staff members interviewed, particularly those who had been on staff since the school opened, talked about the contribution the integrated library program makes to the development of learners. As one teacher said, "A lot of what we do is trying to encourage independent study, self-learning, and self-motivation. I think that this [the school library program] is a part of it."

Through this commonly shared vision the school's aim of developing life long learners and independent

decision makers is pursued. This vision for the school library program is encompassed within the overall vision of the school. The library program is only one avenue through which this goal is pursued.

Program Advocacy

Program Advocacy involves informing the school's administrators and staff members about an integrated library program. At Kinsley, Joan's role in program advocacy is facilitated by Rae's strong belief in the program and her active involvement in its promotion.

> I found it really easy to implement all the types of programs or ways we operate around here because Rae firmly believes in all of it too. I think I told you, she hires new teachers right from the start. She tells them exactly what our programs are about. She always includes the library program. (Teacher-librarian)

The advocacy role of the teacher-librarian and actual program implementation were closely linked. The first step Joan undertook was to inform the staff about cooperative planning and teaching. She then carefully selected the first staff members to become involved. Joan counted on the testimony of these risk-taking teachers to convince other staff members that this approach was worth a try.

> First of all I talked about my program, explained exactly how it would work to the whole group of teachers. Then I still saw big eyes around the table so I selected one or two teachers that were easy to get along with and that appeared very interested in this concept. I think they had even worked in the past with another teacher and knew that this wasn't going to be all that different. I

> picked those teachers and I made sure that they had time given to them. I made it very tempting for everyone and spent a lot of time making sure these very first units that I worked out with someone were going to go over well. These teachers were going to be so excited they were just going to talk up a storm about them and let me tell you, that is exactly how it started the ball rolling. (Teacher-librarian)

The advocacy role of the teacher-librarian is ongoing as each year there are new staff members. A special effort is made at Kinsley to socialize new staff members to this cooperative approach to teaching and learning. This ensures that the whole staff, not just the old-timers, is committed to the program. The principal, teacher-librarian, and classroom teachers are all involved in this socialization process.

> I know that teachers new to the school did not seek Joan out. I had to step in this year because teachers who were new to the school wouldn't fight for time so we had to make sure that there was time available even if the teacher was just a little bit hesitant. We had to nurse and nurture that because it would have been so easy for us to have left them out and never brought them on stream. (Principal)

> I have some of that time during those two days before school starts to refresh everyone's memory about signing me up if they want to plan with me during the year. Then if we have any new staff members, this is the time I take to review our program and tell them what we're all about. (Teacher-librarian)

Classroom teachers have also become program advocates. They play an important role in the socialization of new teachers as well. "I think we have a key number of teachers on staff who are making it work. Then, as others come in, they're drawn in. They're taught to be comfortable." "I think that if you

weren't that way in the beginning, maybe as you're here you get caught up in it because you see other people being enthusiastic about it."

The success of the advocacy program undertaken at Kinsley is evident by the amount of time that Joan spends with teachers working on cooperatively planned units and the commitment of the staff. While not always an easy undertaking, this sharing of information and gaining support for the concept is critical to the overall success of the program.

Change Agent

Implementing the integrated program model into a school is obviously implementing a change. A jointly planned library program involves a change in teaching strategies and learning activities. The teacher-librarian plays a key role in helping these changes to come about.

At this school, Joan didn't insert a new program into an existing structure. The program and the school started off together, making it somewhat easier. "People coming in to a new school expect there will be some differences and some changes" (Principal).

Even in this situation, old teacher habits and perceptions had to be changed. The teachers had all voiced commitment to the program but when it came right down to it, they expected the teacher-librarian to

function in the traditional fashion. The initial change in the role of the teacher-librarian was brought about by switching from a book exchange schedule to a pass system. This freed the teacher-librarian to pursue an integrated program based on instruction.

> What we were doing all along was trying to break old habits such as the teachers still wanting their regular library period, the teachers still wanting to have the librarian read stories to the children so they could have time off, things that had happened in their other schools. Even though they verbally accepted the idea and had said to me that they were committed to the idea, actually when it really came down to it, many wanted to keep things just the same as they used to be. (Principal)

To work cooperatively with teachers, the image of the teacher-librarian had to be changed. A teacher-librarian involved in cooperative planning and teaching plays a very different role within the school.

> You don't see the librarian doing many of the traditional things. She's not behind a desk, she's not reading stories to children, the classroom teacher is asked to do that. You will often see students at tables, often they'll have a book in front of them and they're always involved in research when they're in the library. (Principal)

The cooperative role of the teacher-librarian caused some changes in the ways teachers plan and timetable. They had to learn to accommodate another teacher's schedule and to become more flexible in their established routines.

> Now that Joan's full time she has total flexibility. If she can't work with a teacher in the afternoon, she can work with her in the morning. That was an adjustment for teachers too. They wanted Joan to fit in to their program. We had to do a lot of talking about having teachers be more flexible and say 'Who really has more

> flexibility? Maybe the classroom teacher could change something that day because it's important that Joan comes in.' When teachers make a time-table, that's it. They wanted Joan to fit in. (Principal)

Once the program was established and the new role of the teacher-librarian was accepted, she continued to initiate changes in teaching practices by encouraging cooperative planning and promoting teachers to work with each other.

> I chart this all out and it's beneficial, not only to me, but to the other teachers. Everyone gets to see what everyone else is doing at what time of the year. You wouldn't believe how this has helped the teachers. They look up and they say, 'Oh! That teacher's doing a unit on space. I've got tons of things at home.' It has encouraged teachers to share things. (Teacher-librarian)

> She pulls it together, she's the linking thread for many. She gets a group going, then she's off working with another program and she'll say so-and-so and such-and-such a teacher are working on such-and-such. She leaves little hints like that and she really promotes teacher working together. (Principal)

The teacher-librarian describes her role as that of a catalyst. In this setting, the teacher-librarian is often the ingredient that causes or allows changes to occur. She operates quite subtly, a word here, a suggestion there, but the effects of her work are felt throughout the school. In an interview, Joan discussed her involvement as a catalyst. She sees her involvement in the change process as being a part of her role.

> I know that some people would sit back and say, if you have teachers that are really committed to working on these research and study skills on their own, would that not suffice? I guess my answer to that is, the teacher-librarian acts as a, (pause) a

> catalyst. That's the word! ... I'm saying that and I hope I'm right. (Teacher-librarian)

At Kinsley, Joan's involvement with change seems to be somewhat different from the type of involvement presented in the literature. She is involved in helping teachers try new ideas and in developing new programs but doesn't seem to be too involved with changing assumptions about teaching. It seems that teachers were hired on the basis of their philosophy of teaching and learning. Only those who were committed to cooperative learning, or at least willing to become involved with it, were selected as staff members. Possibly, the staff selection policy has a bearing on Joan's involvement in the change process at Kinsley.

Interpersonal Communication Skills

The emphasis placed on the cooperative nature of the role of the teacher-librarian necessitates the utilization of good interpersonal communication skills. Throughout the course of a day, the teacher-librarian interacts with the principal, teachers, the library assistant, students, and parent volunteers. To a lesser extent, she deals with the district level support services. A large portion of Joan's time is spent interacting with people. A brief outline of a typical morning described by Joan in an interview, demonstrates the nature and the pace of some of the interactions she faces.

> I usually arrive at about 7:30. We're going crazy trying to get ourselves ready. I may step in, grab a quick coffee--I don't even have my coat hung up yet--and someone says 'Did you know that this screw came off?' 'Did you pull those books for me?' In the morning I'm just bombarded with requests from teachers. Sometimes I'll sit down and think here's my chance to get a little bit done for myself but forget it. If I sit at that table or anywhere that I'm in sight, someone always has a question about something. The machines are my territory so if something's broken I have to know that. Of course I'm not going to deny them help. Sometimes when the bell rings at 8:45 I think 'Wow! It's just starting and I feel like I've been here for two days.' (Teacher-librarian)

From the information gathered from Joan and the rest of the staff, her days continue at this same pace. In spite of her hectic schedule, Joan is able to effectively relate to all of the staff. Every interviewee commented on her ability to work with people. "She's a very open and warm and receptive and caring person" (Classroom Teacher).

The principal emphasized the need for the teacher-librarian to communicate effectively when she is planning units with teachers. This communication has to be conducted on an equal level. In these situations, Joan almost acts as a consultant. She has to try to work within the framework established by the teacher but at the same time try to incorporate the information skills objectives into the unit. It can be a difficult task to arrive at a balanced unit that all parties are satisfied with.

> Teacher-librarians really need interpersonal skills. They have to be able to get along with people because if they're going to go in to a

> classroom and tell teachers what to do, it's not going to work. It has to be a cooperative effort. Joan has exceptional skills in this area. (Principal)

The classroom teachers commented on the teacher-librarian's flexibility in working with different teachers at varying grade levels in many subject areas. She seems to be able to adapt to many differing expectations from teachers. "She's so flexible she'll just plug in to whatever area I want. I just say to her 'This is what I would like to happen' and she builds in the bits and pieces" (Classroom Teacher).

As well as being flexible, the staff described her as being warm, caring, approachable, and available. Generally these responses came when the interviewees were asked why they thought the cooperative program was so successful in their school. Teachers tended to credit Joan as being a key factor in the program's success.

> I really do think that whether we want to accept it or not, it's the person that makes the program. I think that Joan is an ideal candidate for this kind of a job. She works well with everyone. I think that is the thing that I appreciate. (Teacher)

Joan's availability and accessibility to the staff was very much appreciated but staff members felt that this made the teacher-librarian's role quite difficult. They felt that it must take a special kind of individual to keep up with the demands of constantly meeting and working cooperatively.

> Sometimes I think, how does Joan do it? She's met

> with me and then she's meeting with them. I think sometimes it must be a little bit tiring or a little bit hard, always meeting with people and so on because to make it work, you're going to have to meet cooperatively. (Classroom Teacher)

When asked how she manages to cope with the demands of her role, Joan responded by saying that meeting and working in that way simply goes with the territory. She views it as part of her role as teacher-librarian. Obviously, it does place demands on her time as teachers are most often free to meet at noon hour, after school, in the evenings, and on weekends. Dedication to the role and a commitment to making the program work are also characteristics of the teacher-librarian. Her efforts are very much recognized by the staff.

> Joan still doesn't give herself enough time to do some of the clerical kinds of things. Her job is extremely demanding. Sometimes I think she has to bend forwards, backwards, and sideways. It's difficult sometimes to always be the one that's flexible. There are other sides to it; the extra marking she does, keeping up with everything that's going on curricular-wise, being the main thrust for the theme. It's not an easy position, not at all. (Principal)

The principal most aptly summed up the role Joan plays in the integrated library program at Kinsley. "The library itself is just books on shelves. It's the person who makes the program come alive and that's what she does."

Instructional Leadership

The teacher-librarian is, first and foremost, a teacher. It is this instructional component of the role

that Joan considers to be most important. She describes herself as a teacher first, then as a librarian.

> A teacher first. I always like to correct people who say 'She's our librarian.' I say 'teacher-librarian.' I'm a teacher first, and then a librarian. That's sort of how I like to view myself. (Teacher-librarian)

She is more than just a teacher, she serves as an instructional leader within the school. Instructional leadership is an often used but poorly defined term. For the purposes of this analysis, instructional leadership is broken down into three areas: the teacher-librarian's involvement in student learning, in program continuity, and in curriculum. By working in these three areas, Joan has a direct effect on the quality of instruction and as a result, may have an indirect effect on student achievement. It is through her emphasis on teaching and learning that she serves as an instructional leader.

Student Learning

In discussing the integrated library program and the role of the teacher-librarian with classroom teachers, responses generally focussed on how these relate to student learning. Joan believes it is absolutely essential to tie the role of the teacher-librarian directly to student learning. Without this direct link, the teacher-librarian becomes replaceable by a less costly technician.

> I always feel that if you are not important in the sense that you're accomplishing a lot as far as

> teaching students how to become independent learners and thinkers, if the teachers don't feel you're playing that role or helping them do that, you're not needed. That's why a lot of schools have just said, 'Forget it. We can't afford a librarian.' (Teacher-librarian)

However, when the teacher-librarian's focus is student learning "it lends so much to some really significant learning experiences for children and for the teachers as well" (Classroom Teacher).

Joan's initial involvement in student learning comes during the planning phase. In cooperative planning, clear objectives are defined. Student assignments are carefully planned to meet these objectives and means to evaluate student learning in terms of objectives are established in the planning stage.

> In team planning, we take time to sit down and talk, first of all, about expectations of the objectives of our time together in the library. (Classroom Teacher)

> It also took us time to come up with assignments that would zero in on the specific learning that we hoped would take place through each section. (Classroom Teacher)

An important part of this planning is to create experiences that are meaningful to the children. Many of the interviewees talked about establishing a purpose for the learning experience. Perhaps the end result of the unit would be a project to enter in the up-coming Science Fair. The teacher-librarian was also concerned about teaching information skills in a context that was meaningful to students. She felt that information

skills taught in isolation are quickly forgotten.

> I think that you can push them into some of those complex skills if they are using them for a purpose. They can apply them immediately to what they're doing. There's a purpose for what they are learning. That's why the whole unit was set up in such a way. The objectives were set and then we took the framework of how we were going to go, and made sure that everything was practical that they were learning. (Classroom Teacher)

The emphasis of the teacher-librarian's role in student learning is on teaching information retrieval, processing, and sharing skills as well as on the appreciation of knowledge and culture. She integrates these objectives into various subject areas.

> To me it creates a more holistic approach to the child's education because she can accomplish the goals that she wants to, the library skills, through a unit in Social Studies, in Language Arts, or a unit in Science that the children are working on in their classrooms. (Classroom Teacher)

Joan's involvement in student learning goes beyond teaching information skills. She also concentrates on meeting individual needs of students and on helping each student meet with success.

> She doesn't only work on research skills, she works on all kinds of other skills while she's working with them. She works on self-esteem, helping them feel good about themselves as learners. (Principal)

When asked what benefits cooperative planning and teaching has for students, the replies often focused on the idea that there was two teachers available to help students. As a result, students received much more individual attention.

> I think that the kids just get so much more

> attention when there are two people in there. Someone to praise them and hug them and 'wow' them. Sometimes when you're just one teacher in a classroom, it's very hard. (Teacher-librarian)

As a result of careful planning and individual attention, success is increased. Through increased success, children's confidence in themselves as learners also rises. The teacher-librarian plays a role in establishing the success-oriented environment that is conducive to student learning.

> We want students to feel successful about what they do. By giving them all the skills, they feel very successful. We've broken it down into little pieces. Each step of the way there has been two teachers there to help them experience success in everything they do. Nothing succeeds like success. (Principal)

Program Continuity

The teacher-librarian also serves as an instructional leader by promoting program continuity among and between grade levels. One of the most obvious involvements in this area is the facilitative role she plays in the development of school-wide standards.

Her first involvement in this area was the development of Kinsley Elementary School's Research and Study Skills Program. In this document, skills are organized into clusters of information retrieval, information processing, information sharing, and the appreciation of knowledge and culture. It also outlines which skills should be introduced at each grade level. This organization ensures that students are introduced to new skills and given the opportunity to master them

in a systematic manner. The continuum is currently being taken one step further as Kinsley is in the process of developing a document for upper elementary teachers which establishes standard formats for report writing, outlines, webs, and bibliographies. The purpose of this document is to make sure that teachers hold consistent expectations for students. Again, Joan is the facilitator in this endeavor.

> We're going to make it an official document so that anybody new coming in to the school has all those standard formats. Even just how to set up an outline, are you using numbers or Roman Numerals, just so we're all consistent. (Teacher-librarian)

These consistent expectations may help to promote student achievement. Achievement would increase if students consistently receive the same messages from teachers. "It offers them continuity of skills, that is obviously something that is very strong. The continuity for children is the real key" (Classroom Teacher).

Joan is also involved in promoting program continuity by increasing teachers' awareness of what is happening in other classes and at other grade levels. As she receives copies of everyone's long range plans, she charts out all the units that teachers are doing for the entire year. This chart is on display in the library so that all teachers become aware of what's happening throughout the school. This assists teachers to see where their students are coming from and helps to reduce duplication of units throughout the school.

> Not only do they hand their long range plans in to Rae and tell me when they want me, they also give me a copy of their long range plans. So I chart this all out and it's beneficial, not only to me, but to the other teachers. Everyone gets to see what everyone else is doing at what time of the year. (Teacher-librarian)

Curricular Involvement

It is part of the teacher-librarian's role to be familiar with the curricula of all grade levels. Only the teacher-librarian and the principal discussed the necessity of Joan's familiarity with the curriculum.

At Kinsley, Joan is specifically responsible for the Social Studies program. This is a natural area for teacher-librarian involvement as the inquiry process in the Social Studies curriculum is closely related to the acquisition of information skills. Joan's responsibilities in this area include keeping up with changes in the curriculum and ordering new and appropriate resource materials. She also has the responsibility to make sure that teachers are made aware of any changes that occur and new resources that are available.

> I'm in charge of the whole Social Studies program so I have to really be up on what's happening. I'm responsible for the inventory and to make sure that teachers know about any new resources that are available. (Teacher-librarian)

She also makes a conscious effort to keep on top of all curricular changes and orders support material for all subject areas. "I try to really keep on top of the curriculum. I do a lot of ordering for the different

areas, not just the literature."

The principal stressed the importance of the teacher-librarian's knowledge of curriculum when planning units with teachers. Knowledge of the specified objectives is necessary in cooperative planning. Rae believes that in working with the teacher-librarian, the teachers become more knowledgable about curriculum thereby improving their own practice.

> She is one of my curricular leaders. To me, to be a really good librarian, you've got to know the curriculum. If you're going to work with Language Arts, with Science, with Social Studies, you've got to know what the objectives are. We always start with objectives, that's how we build our program. My librarian really has to know what the curriculum is all about. They get right down to it with their planning. I think our teachers are better teachers because of it, I really do. (Principal)

Through involvement in student learning, program continuity, and curriculum, the teacher librarian at Kinsley Elementary School serves as an instructional leader. Perhaps it is in this capacity that the teacher-librarian makes her most valuable contribution to the school.

The literature in this field suggests that a teacher-librarian acting as an instructional leader, can make a significant contribution to educational life and in the effort to improve instruction by being involved in cooperative curricular planning and providing consultative services to teachers. Joan's involvement in these areas outlined in the literature, coupled with

her involvement in program continuity, helps to establish her as an instructional leader. It appears that she does make a contribution to educational life and improved instruction at Kinsley.

Commitment to School Goals

The teacher-librarian has a very broad perspective of the school. She supports the overall school philosophy and works with that philosophy in implementing an integrated library program. At Kinsley, the overall school philosophy and that of the library program are so intertwined, it is difficult to separate the two.

> I think we're all working toward the same goal and that's to make educational experiences for each child as wonderful and successful as we possibly can. I think we're all just very dedicated to that goal. (Teacher-librarian)

Perhaps the idea of a school being consciously oriented to providing educational experiences for children is really not all that unique. Perhaps what is different about this school is the manner in which this goal was established and the means employed to attain it. Although the teacher-librarian was not directly involved in helping the staff establish shared goals, she is a moving force behind the collaborative approach that this school uses to meet these goals.

Shared Goals

Although the development of shared goals is not directly linked to the role of the teacher-librarian,

the fact that the staff is involved in the establishment of goals may contribute to the commitment the teachers have to the school library program. The staff have committed themselves to the development of independent learners and thinkers; the library program is viewed as a vehicle to meet this goal.

The principal fostered the development of shared goals even before Kinsley opened. The new staff was brought together in the spring to make some decisions about the upcoming year.

> I know that we met, this new staff, we met in May prior to when the school opened. We made decisions together as to materials and resources that we wanted for this new school so that they could be ordered. (Classroom Teacher)

The staff was involved, not only in ordering resources, but in establishing the direction the school would take. Although Rae had a strong vision for the school, the staff did have input into shaping the school's philosophy.

> In fact, a lot of what happened at the school philosophically I'm sure Rae brought with her when she came. A lot of it was developed through the whole staff working together. Our staff tends to work well that way. . . . That basically was how the whole philosophy of the school was developed. (Classroom Teacher)

As a result of involving the staff in goal setting, they feel a sense of ownership of, and as a result, commitment to the direction the school has taken. Forming shared goals for the school, the library program, and student learning are significant factors in

successful program implementation and operation.

> We've grown with the school. We've developed our philosophy, we've developed the library program, we've done all of these things and they're like a part of us because we've been involved in it all. (Classroom Teacher).

Staff Collaboration

The staff at Kinsley strives to meet their goals by working collaboratively. The principal, teacher-librarian, teachers, and parents work together as partners to educate children. The teacher-librarian and the integrated library program play a significant role in establishing this collaborative environment by involving teachers in cooperative planning and teaching.

Teachers acknowledge that cooperative planning initially involves a fairly substantial investment of time but felt that the benefits made the time investment worthwhile. In the interview sessions, the teachers reflected on the benefits of having two people involved in the planning, teaching, and evaluation of units. Classroom teachers felt that cooperative planning often resulted in more creative ideas because two people are able to generate more thoughts. They also felt more confident about trying some of the ideas because there would be two adult bodies in the room to help carry them out.

> You can do more and be more elaborate because there are two of you. If there's just one person sometimes you might tend not to try something because you think it just isn't feasible with one teacher and twenty-five students. To me, there's more openings, more possibilities, more things you

can expose the kids to. (Classroom Teacher)

Planning together also helps to strengthen the school's instructional program, especially when the cooperation is extended to include all the teachers in a grade level as well as to teachers serving in specialist capacities such as Resource, English as a Second Language, or Academic Challenge.

> Because all the planning has gone on together, you get some consistency. There's a bond with all of them. The program is stronger. Now we've brought the resource teacher in so the resource teacher is working with the librarian who is working with the teachers. (Principal)

The students appear to be the real beneficiaries of this collaborative approach to teaching and learning. The phrase 'now there are two of us' was repeated throughout classroom teachers' interviews. "There are two bodies now, that makes a world of difference." "It's just that two people are now working together, two people are sharing the workload, two people are there to help the students."

> Because there are two teachers, the students get so much more time. I think that's the benefit of the cooperative model, it's that time. There's time to talk to children, there's time to work with them, there's that time to give them a pat on the back or a smile when they need it or a little bit of help or encouragement. That's what I see makes the difference with children feeling good about themselves and feeling successful in school. (Principal)

The teacher-librarian's involvement in promoting collaboration goes far beyond her involvement in cooperative planning and teaching. She has many

activities set up in the library to draw the entire school together. This may be things like having activity centers set up during special times of the year for all students to work at or having displays of the books each child has read on Valentine trees.

> This year we didn't have centers set up around Halloween time, instead we had a pumpkin carving contest that was promoted through the library. It draws everyone in, including parents. We did have Christmas activities set up in the library, research materials. (Teacher-librarian)

> Joan always has something going on. For example this month we've got little hearts. Students read a book and a heart is put up. Then we draw for small book prizes. There's always something going on in the library that promotes whole school. (Principal)

One of the biggest events that the librarian uses to promote whole school is the development of a school wide theme. This year, the whole school was involved in a unit on Tropical Islands. The teacher-librarian, principal, and resource teacher planned a wide variety of activities and events in which the teachers could participate. The staff was only required to participate in one buddying activity (cross-graded) but most became much more involved. Some used the theme to develop their Language Arts unit for the month. Joan's rationale for participating in the development of this event is that it helps to draw people together.

> It really draws everyone together. It prevents people from sliding into their own classrooms, pulling the door shut and only coming out when they work with me. I think the fact that everyone is so comfortable with cooperative planning and teaching has also encouraged them to buddy up with other

> classes. I really feel that this is done when we develop a school-wide theme. It goes a step beyond because you have a Grade 6 class buddying up with a kindergarten or Grade 1 class. It makes the teachers comfortable with each other, it makes the students comfortable with one another. They get an idea of what the other person is doing. Sometimes Division 2 teachers tend to pull off by themselves and say 'We are Division 2.' Then Division 1 teachers become intimidated. I don't know if that is the correct term, but they tend to stay off by themselves. You don't see that happening here. They really feel comfortable when they pair up. (Teacher-librarian)

As a result of the collaborative work centered through the library, teachers are more willing to work collaboratively in other contexts.

> I think the fact that it works so well in the library, when you work that well with one person, you're much more apt to seek out another teacher to work with once you've got used to working with the librarian. (Classroom Teacher)

Because teachers became accustomed to working and planning together, several other collaborative relationships have developed. The resource teacher now operates similarly to the teacher-librarian. The resource teacher does not operate the traditional pull-out program, she goes in to the classroom to work with the students.

> We introduced another program on the heels of the cooperative planning program. We now have a resource teacher rather than a resource room teacher thanks to the librarian. The librarian worked so well with teachers, they got used to having someone work with them and they weren't so self-conscious in their classrooms. (Principal)

Parents are also encouraged to become a part of the collaborative team. This was more evident in the analysis of documents such as the school handbook and a

school newsletter than in the interviews. Parents are regularly informed about activities that are happening at the school and their child's progress. Parents are also encouraged to become involved in their child's education through regular communication with their child's teacher, by becoming involved in the parent volunteer program, and in working with their child at home. This relationship that the school tries to develop with its parents is not directly related to the role of the teacher-librarian but it is another indicator, or extension, of the collaborative approach that Kinsley Elementary School has adopted.

This collaborative approach permeates the entire school. Other examples of collaborative endeavors that came up during the interviews were the peer coaching program, family time (monthly cross graded activities), and a variety of committees.

Joan's commitment to the school goes far beyond the library program. Her involvement in helping the school attain its shared goals by promoting staff collaboration is felt throughout the school. One first year teacher summed up the collaborative nature of this school.

> You can feel like you're on a raft on you own out in the middle of the ocean trying to get to the island, but with them it's 'Hey, there's a bunch of us paddling this raft and we're all headed in the same direction.' We have differences of opinions but you grow from that. I feel that support. It was pretty scary coming here and having my own class. People here just point you in the right direction. The staff here are very good. (Classroom Teacher)

Informal Leadership

For the purposes of this analysis, informal leadership includes direct references to the teacher-librarian as leader, and to her involvement in building teacher confidence and promoting teacher learning.

Occupying a position of informal leadership within the social structure of the organization is deeply embedded in the role of the teacher-librarian. It may be because of this position that she is able to operate in the manner she does. This concept requires a deeper level of analysis and will be explored at greater length in the next chapter.

Teacher-librarian as Leader

Very few direct references were made to the teacher-librarian as leader. One teacher attributed the success of the library program at Kinsley to Joan's leadership abilities. This individual believed that if this type of program is to be implemented throughout the district, the leadership abilities of the teacher-librarians must be taken in to consideration.

> I think that the success of the program really has to do with the leadership of the program, that's our librarian. I really think that is the crux of it. If we want this to take off in this city, we need to take a look at our librarians and the kind of people they are. I think the nature of the librarian and their desire to make it work, is what is going to make it work. (Classroom Teacher)

The principal did refer to Joan as a leader in several situations. She called her a "curricular leader, one of her key people." When directly asked if

Joan occupied a position of leadership, the usually articulate administrator had difficulty explaining the position Joan occupies.

> Yes, she is a leader, but it's different than the curriculum coordinators. It's more subtle. The other is much more structured. Maybe I'm not explaining it correctly but there is a subtle difference between the two. Joan does it on a more personal basis. (Principal)

Perhaps what Rae was trying to say is that Joan does not have authority because of her position as do the curriculum coordinators but she acts as an informal leader because of her expertise and influence.

The teacher-librarian agreed that her position is one of leadership but not one of authority. She discussed several areas in which she felt she has a leadership role.

> Leadership, for example, even in the chart I developed for long range plans. That's sort of a leadership role in trying to make sure the programs are articulated, bringing to everyone's awareness what everyone else is doing. Keeping on top of the curriculum, that's definitely a leadership role because if there are changes happening in the curriculum and if someone isn't finding out about them and bringing them to the attention of teachers, then a lot of times these changes don't take place. I think leadership too in working together on our theme. I provide that type of leadership by getting the whole school together; organizing, coordinating, delegating and getting everyone involved. (Teacher-librarian)

Although direct references to the teacher-librarian as leader are few, it appears that she does occupy a position of informal leadership within the school. Perhaps this position can best be illustrated through Joan's work in building teacher confidence and promoting

teacher learning.

Teacher Confidence

In working cooperatively, the well-documented problems arising from teacher isolation are reduced. The teachers have the opportunity to observe another teacher and to be observed themselves. This interaction provides the forum for teachers to discuss their craft. Through this discourse they can confirm what they do well and identify areas of their practice to improve. The teacher-librarian plays a significant role in increasing teacher certainty. As she works with the teachers on an equal level, not from an authority base, she can be a source of non-threatening feedback.

Some of the teachers discussed their increased confidence because of their work with Joan.

> After the classes were over Joan would come up and say, even though I felt inadequate, 'You've done a great job.' She would build me up and now I would say I have a lot of confidence in those areas. I would still want her back here because I think we work well together but I would have the confidence if she wasn't there to attempt it. (Classroom Teacher)

Others expressed pride in the units they had developed in conjunction with the teacher-librarian. "I am very proud of that unit. It's my baby." Still others felt more confident in specific areas such as evaluation. "When we finished marking some fairly major projects or reports, we felt pretty good about what we put down."

The involvement that Joan has in increasing teacher

confidence, which may have a positive impact on teachers' practice, indicates that she does have influence over the staff and that her opinions are held in high regard. These may be indicators of informal leadership.

Teacher Learning

Indirectly, the teacher-librarian promotes ongoing teacher learning. When discussing the library program with the staff, they often referred to their weekly professional development meetings. This weekly meeting has been used in the past to discuss the library program and to provide time for cooperative planning. During these sessions the school-wide research and study skills continuum was developed. This time slot is also used to coordinate subject areas and to deal with any other area of professional development needed by the staff.

> I remember at the time we had many Thursday meetings where we talked about it [the school library program]. (Principal)

> I just say 'I think we're at the stage now where we need some time' and we put aside a Thursday for it [the school library program]. (Teacher-librarian)

> We have early dismissal on Thursdays and sometimes we give that time specifically to that, to Grade level planning. We get together and we plan. We look at what we're doing in Science or in Social or in Math or in all of them depending on how in depth we want to get. (Classroom Teacher)

Through these Thursday meetings, the teacher-librarian has contributed to the professional development of the staff. This ongoing teacher learning seems to be of significance in the operation of this

school as these weekly sessions were referred to far more frequently than other types of inservices or workshops. Contributing to the professional development of teachers is another indication of the informal leadership role of the teacher-librarian.

Wehmeyer (1987) described an informal leader as someone who focuses attention through vision, develops meaning of the vision through communication, engenders trust, delivers promised services, learns through the organization, and fosters learning within the organization. This description certainly applies to Joan. Although she did not purposely set out to establish herself as a leader, she appears to occupy a position of informal leadership within the overall social structure of the organization.

CHAPTER 6

DATA ANALYSIS: EXPLORING THEMES

Along with the skills of the teacher-librarian, other themes emerged from the data which appear to contribute to the effectiveness of the program. These themes--principal commitment, the position of informal leadership of the teacher-librarian within the social structure of the organization, and the operation of the library program within the overall school philosophy--are explored in this chapter. The recent literature on staff collaboration and teacher professionalism was used to help develop and expand these themes. This empirically based body of literature provides support for the goals of the school library community. It helps to build the research-based foundation which is missing in the literature on school libraries.

Principal Commitment

The principal of Kinsley Elementary is committed to the school library program. She doesn't merely give the teacher-librarian permission or even approval to operate the program, she doesn't just offer the teacher-librarian support; she is committed to the program's success and demonstrates this commitment through action.

Rae's commitment to the program may be the most important factor contributing to the development of an integrated library program at Kinsley.

The staff is aware of Rae's firm belief in the value of having a qualified teacher-librarian operating an integrated library program.

> Rae's very supportive of Joan. She feels that the librarian's position is exceedingly important so that comes across to all of us. It's not something to be taken lightly. Joan is there for a reason. She's very good at her job, if I can be so blunt as to put it that way, and if her library time is full time then there's got to be something to it, there's merit there. Rae definitely puts the focus on that without question. (Classroom Teacher)

Rae's support for school libraries was demonstrated by her actions in her previous principalship. There was not a qualified teacher-librarian on staff and Rae felt the school library suffered because of it.

> When I went to that school, the principal was the librarian. As a principal you don't get in to the library as often as you should so I hired Joan, the librarian that I have here. She came in and fixed up that library, we got that library ship shape. When I came over here, I asked her to come with me. We were so interested in this cooperative learning model, that's where it began. (Teacher-librarian)

Rae's commitment to the cooperative teaching and learning model continued to grow as she attended inservices and workshops with Joan.

Rae was so determined to implement this program when she became principal of Kinsley that she brought Joan, who was also committed to the program, with her. In staffing the school, Rae selected individuals who would be willing to work cooperatively.

> It's part of my interviewing process because I tell them these are the requirements of this particular school. I ask them 'are you going to be happy, can you function in this environment?' That's the decision you have to make before you come here. (Principal)

With the initial groundwork, a committed teacher-librarian and a willing staff in place, it would seem that the program would be sure to succeed. However, Rae recognized that other prerequisites such as adequate staffing, budgeting, and scheduling be in place before the program can be successfully implemented. During the first year of operation, Joan was given .6 library time for 212 students which exceeds the set standards for Alberta school libraries. As Kinsley's population grew, so did Joan's library time. All of her time was flexibly scheduled so she was able to work with classes on cooperatively planned units and was not tied to regularly scheduled library periods. Rae also made sure that the library was staffed with adequate clerical help so that Joan's time would not be consumed by management/clerical functions. The library aide's time was increased as the workload demanded. "It was getting ridiculous. The boxes were building up in the back. I just pulled her from her other job and put her full time in the library" (Principal). The budget allocated to the library has been large enough to acquire the print and non-print materials necessary to operate an integrated library program. While these prerequisites may not seem like integral components of a library

program based on instruction, they must be in place before an integrated library program is implemented. It takes the commitment of the principal to make sure that these are in place.

Over the years, Rae's commitment to the program continues to be evident in the expectations she has of her staff. Teacher commitment to program involvement is not allowed to end at a verbal agreement in an interview. Rae makes sure that the teachers do become involved in the program. In the first years of operation, teachers had to identify which units were going to be cooperatively planned with the teacher-librarian on the long range plans they submitted. These expectations are no longer this formal as teachers have become accustomed to working in this manner.

> I had some requirements of the staff. I don't have these requirements any more because I don't need to have them. I said to them, 'I want you to make a commitment to the librarian, you're going to work with her one long session or two short sessions.' It wasn't just Joan trying to use her personality and skills to get in. I really tried to support her and put some requirements on the teachers. (Principal)

Rae's active commitment to the program is one of the key factors in its success. She supports, encourages, and facilitates its growth and development. The role of the principal had not been fully developed in the library literature so the recent literature on staff collaboration and building a professional culture in schools was used to help develop the relationship

between the principal, the teacher-librarian, and the implementation and operation of a successful school library program.

The Role of the Principal

In her study of the school as a workplace, Rosenholtz (1989) found that the principal played a key role in developing shared goals, fostering teacher collaboration, furthering teacher learning, and increasing teacher certainty and commitment. The focus of this study was on the teacher-librarian's involvement in these areas but she was obviously working under the direction and guidance of the principal. Rae appears to value these concepts and is indirectly involved in fostering their development through her support of Joan's work as well as in more direct ways such as frequent classroom observations.

In the same study, Rosenholtz (1989) found that principals developed shared goals by involving teachers in goal setting activities, by providing forums to discuss the possible means to achieve the goals, by encouraging teachers to accomplish the goals, and by careful recruitment and socialization of new teachers. McLaughlin and Yee (1988) also found that principals played a key role in creating a collective sense of having common goals and objectives among the staff. Rae's role in these areas are quite apparent throughout the study. The staff were involved in establishing

goals, one of them being the development of independent learners and thinkers. One way they chose to meet this goal was through the integrated library program. Rae's careful selection and socialization of staff insures the continuation of these goals.

Lieberman and Miller (1986) found that principal support is essential for school improvement.

> It is the sustained support from the leadership by facilitating time, a focus, resources, and protection from additional responsibilities coupled with the organization of continuous, practical, hands-on, classroom support that builds commitment, sustains improvement, and makes real improvement in the work in the classroom. (p. 100)

Just as this sustained leadership support improves work in the classroom, it is important to the success of the school library program. Rae's commitment to the prerequisites of staffing, timetabling, and budgeting illustrates her sustained support for the program.

Rosenholtz (1989) also found that in schools where principals nurture norms of collegiality, teachers are able to expand their roles and become teacher-leaders. At Kinsley, Rae has fostered Joan's growth as a teacher-leader, a concept which is expanded in the next section.

Teacher-Librarian as Informal Leader

It appears that Joan occupies a position of informal leadership at Kinsley Elementary. She is very involved in setting direction for the school, her opinions appear to be valued, and she is involved in

many of the same activities as the principal and curriculum coordinators. The difference is that Joan does not operate from a formal power base, she has no authority yet the staff often responds to her as if she did. At the same time, Joan does not pose a threat to the staff because she has no authority and is not in a position of power. She occupies a very unique, but not well understood, position within the social structure of the organization. It may be this position that allows her to work successfully in the other facets of her role discussed earlier in this study. This position of informal leadership may be the unifying thread that links the other facets of the role together. Because of this, the concept of informal leadership has been explored both as a category and as a theme.

This aspect of informal leadership must be developed and understood more fully if teacher-librarians are to successfully implement and operate integrated school library programs. Very little literature deals with the teacher-librarian as informal leader but the recent exploration of teacher-leaders in the literature on staff collaboration and building a professional culture in schools develops this concept. There appears to be a parallel between the skills and characteristics of teacher-librarians and teacher-leaders and they seem to experience similar rewards and frustrations. The empirical study of teacher-leaders

helps to develop the theme of teacher-librarians as informal leaders.

Teacher-Leaders

The term teacher-leader suggests a set of skills that are teacher-like, also a way of thinking that is sensitive to teachers, to teaching, and to the school culture (Lieberman, Saxl, & Miles, 1988). It would seem likely that only rare individuals would possess the skills necessary to be a teacher-leader but Barth (1988) believed that all teachers have the capacity to lead. "Teachers harbor extraordinary leadership capabilities and their leadership potential is a major untapped resource for improving our nation's schools" (Barth, 1988, p. 131). Traditional hierarchical authority relations in schools communicate that teaching is an individual enterprise (Little, 1988) thereby limiting the emergence of this untapped resource.

Where teacher-leadership is encouraged, the quality of the school's instructional program may increase. The target of teacher-leadership is curriculum, instruction, and evaluation. Teacher-leaders change how other teachers think about, plan for, and conduct their work with students (Little, 1988).

These descriptions of teacher-leaders could be applied to Joan and her situation at Kinsley. Her focus is definitely on curriculum and instruction. She feels very strongly about keeping her role closely linked with

student learning. Through her work with teachers, she may influence how they think about, plan for, and carry out their work with students.

The development of this role is often difficult because it breaks the traditional cultural teaching norms of teaching-in-isolation and the association of leadership with authority positions. "The relation with other teachers that is implied by terms like mentor, advisor, or specialist has little place in the ordinary workings of most schools. Even the simple etiquette of teacher-leadership is unclear" (Little, 1988, p. 84).

Due to this inherent difficulty, the first task of teacher-leaders is to clarify the expectations of their role with the staff. The leaders must come to be seen as credible and legitimate (Lieberman, Saxl, & Miles, 1988). Joan works very hard to maintain her credibility as a teacher with the staff. She does this by making explicit that her role is one of instruction, not one of management. Because of her concern for being seen as a teacher, she often leaves little time in her schedule to keep up with the management aspects of her role.

In a study of teacher-leaders, Lieberman, Saxl, and Miles (1988) found a core of skills that was common to these people. Teacher-leaders were master teachers, had been involved in curriculum development, possessed administrative and organizational skills, were risk-takers, and had excellent interpersonal skills.

Their strong backgrounds helped these teacher-leaders to legitimate their positions amidst often hostile and resistant staffs. Building trust, overcoming hostility, being non-judgemental, listening to teachers and working with them on their terms, all without threatening those in existing administrative positions takes skill, courage, and nerve. Many of these skills describe Joan and outline her background. She has a broad background of successful teaching experience, is involved in curriculum development at the school level, and has excellent interpersonal skills. Possibly due to the level of principal commitment, Joan does not face a hostile staff or threatened administrators. Her organizational skills seem to be exceptional as she juggles meeting with teachers, conducting classes, attending inservices, and managing a school library on a daily basis.

Encouraging leadership in teaching is essential in order to build a professional culture in schools. Promoting leadership by teachers satisfies two needs: it presents opportunities and rewards for teachers, and it directs greater institutional attention to the quality of teaching (Little, 1988). The principal plays a crucial role in empowering teachers by creating a culture that is conducive to leadership by teachers. Little (1988) stated that a school's culture is conducive to leadership by teachers when "teachers are

in one anothers classrooms for the purposes of seeing, learning from, commenting on, and planning for one another's work with students, . . . and if initiatives to improve curriculum and instruction and to influence the classroom work of teachers are accepted" (p. 88).

Fostering teacher-leadership has the potential to improve teaching conditions, to replace the solitary authority of the principal with collective decision making, to overcome the isolation inherent in teaching, and to further a professional culture in schools (Barth, 1988).

This body of literature provides support for developing the leadership role of the teacher-librarian. Fostering this growth in individuals will ultimately benefit the entire school. It appears that Joan does emerge as an informal leader at Kinsley and through this position not only works toward the success of the library program, but to the overall success of the school.

School Philosophy and the Library Program

The third theme or factor that contributes to the success of the library program is the overall school philosophy.

> What we do is create a thirst for knowledge. To become a learner, I guess, that's the basic philosophy of the whole school. The library's the center of it because it's where you can find out about the whole world, it's a springboard to other things. Our library program, I would say, is one

of the vital parts of our school. (Principal)

The overall goals of the school and the library program are one and the same. This overlap or congruence in philosophy is an important factor. If the library program is viewed as a separate entity, an add on to the already over-crowded schedules of teachers, it will never meet with success. The literature supports the importance of shared goals among staff members. Rosenholtz (1989) found that "schools' success, mediocrity or failure lies within the structure of organizational goals: whether or not they exist, how they are defined and carried out, and the extent to which they are mutually shared" (p. 13).

Kinsley's staff seems to share a common philosophy about the nature of teaching and learning as well. They believe that teaching students the process of acquiring knowledge for themselves is at least, if not more, important than covering the content of a textbook. They see themselves as facilitators rather than conveyers of knowledge. Without this belief about teaching and learning, teachers are reluctant to accept an integrated library program. The staff also believes that teaching is a cooperative endeavor. They believe that other people and events outside their classroom can contribute to the educational experiences of their students. This perspective is carefully nurtured among staff members. They are not allowed to retreat to the confines of their

classroom and work in isolation.

> I think one thing that was really important to Rae was your willingness to participate as a staff member rather than a classroom teacher. I think that is was really important that you be willing to work with other people. (Classroom Teacher)

> In a lot of the things we do, we're looking to create a wholeness of the group. We're not encouraged to stay in our room with the door closed and not communicate to the other teachers. We're encouraged to share and so on. (Classroom Teacher)

This atmosphere of collegiality and cooperation is also an important element in the success of the school library program.

The melding of the overall school philosophy and the goals of the school library program is an important aspect of the success of the program. At Kinsley, the shared philosophy about the nature of teaching and learning provides strong support for the program.

CHAPTER 7

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The final chapter of this report includes a brief summary of the study, presents some major conclusions which are extensions of the findings, discusses possible implications for principals and teacher-librarians, and includes some recommendations for further research.

Summary

Problem Statement

The general purpose of this study was to describe and analyze the operation of an effective school library program. The following research questions served to guide the development of the study and the analysis of the data.

1. How does the teacher-librarian conceptualize the role?

2. How does the interaction of the teacher-librarian with others contribute to the effectiveness of the school library program?

3. What is the nature of the school context within which an effective library program operates?

Design of the Study

This study was conducted in the naturalistic paradigm. The study site, Kinsley Elementary School,

was selected on its reputation for operating an effective school library program and on the recommendation of a professor working in the field of school libraries. Semi-structured interviews with the principal, teacher-librarian, and six classroom teachers were the primary sources of data collection. Observation and document analysis served as a means of data triangulation. The transcribed interview data were subjected to content analysis. Formation of categories was based on elements arising from the literature review and from information arising from the data. These categories provided a way of organizing the raw data. The categories used in this study were:

Vision

Program Advocacy

Change Agent

Interpersonal Communication Skills

Instructional Leadership

- Student Learning
- Program Continuity
- Curricular Involvement

Commitment to School Goals

- Shared Goals
- Staff Collaboration

Informal Leadership

- Teacher Confidence
- Teacher Learning

Several themes emerged from the data which provided a deeper level of understanding of the school library program and some elements of the school context which contributed to the program's effectiveness.

Summary of Findings

The summary of the findings are discussed in relation to the broad research questions. The first research question dealt with the teacher-librarian's conceptualization of the role. Generally, her conceptualization focussed on the instructional component of the role. The exploration of the categories vision, instructional leadership, and commitment to school goals help to illustrate the teacher-librarian's conceptualization of her role.

Joan, the teacher-librarian at Kinsley, had a very clear vision for the direction of the school library program. This vision was clearly communicated to and shared by the staff. The focal point of this vision was student learning. Her goal as teacher-librarians was to help provide children with meaningful educational experiences. This focus on learning helped her to serve as an instructional leader within the school. Joan also viewed the library program as a means to work toward meeting the overall school goal of helping children develop the skills necessary to become independent learners and thinkers.

The second research question was based on the

teacher-librarian's interaction with other staff members in creating an effective school library program. This interaction appeared to be a key element in the program's success. The categories of interpersonal communication skills, program advocacy and change agent explore the nature of Joan's interaction with other staff members. However, the sub-category of staff collaboration contributed the most significant findings related to this question.

Interpersonal communication skills were an important facet of the teacher-librarian's role. She used these skills to strengthen both personal and professional relations. Her role in program advocacy, although slightly different in focus than suggested by the literature, was primarily one of providing information about the program to staff members. The teacher-librarian labelled herself as a catalyst, a term very similar to change agent. She was involved in helping teachers change and improve their practices by encouraging them to try new strategies and by promoting ongoing professional development.

Staff collaboration was a key aspect in the effectiveness of the school library program. It was the partnership between the principal, teacher-librarian and staff that allowed the program to function effectively. Together, they were committed to providing the best education possible to children and they believed the

library program could help them achieve that goal.

The third research question focused on the context in which the teacher-librarian worked and how this context contributed to the effectiveness of the program. Teachers were hired on the basis of their willingness to become involved in the program, some in-school planning time was provided, sufficient clerical assistance was available, the budget adequately supported the needs of the program, and the principal was actively involved in supporting the concept. All of these factors, along with the generally collaborative nature of the staff, provided the context in which an effective school library program was built.

Although these findings expand and develop the research questions, they are not definitive.

Relationship of Findings to Literature

Generally, the findings of this study are fairly consistent with the literature in the field of school libraries. As suggested in the literature, Joan's conceptualization of her role centered on instruction. The interaction between the teacher-librarian and other staff members, an important facet of the program at Kinsley was also stressed in the literature.

The extent of staff collaboration at Kinsley went beyond the level suggested in the literature as did the degree of principal commitment. The literature on

teacher-professionalism helped to address these areas.

Conclusions

Three major conclusions can be drawn from the report: (a) the principal played a key role in determining the effectiveness of the school library program, (b) the social structure of the organization which allowed the teacher-librarian to occupy a position of informal leadership contributed to the effectiveness of the program, and (c) the overall school philosophy was a significant element in the program's effectiveness.

The commitment of the principal to the school library program may be the key factor in its effectiveness. Rae's active encouragement and support provided the foundation on which the program was built. It was through her willingness to expand the role of the teacher-librarian to teacher-leader and to promote staff collaboration that the program was allowed to flourish. The principal's philosophy about the nature of the teaching and learning process underlies her support for the program. She believed that teaching children how to learn by giving them the necessary information management skills, is the foundation for their basic education. An integrated school library program helped to fulfill her philosophy.

The position occupied by the teacher-librarian

within the social structure of the school also contributed to both the library program's and the school's effectiveness. This aspect of informal leadership may be the strand that weaves the other facets of the role together. It may be this position that allowed Joan to work effectively in the aspects of the role explored in this study. The development of the role of the teacher-librarian to teacher-leader was also a significant finding in this study.

The overall school philosophy, which began with the principal, was also an important factor in the success of the school library program. The overall goals of the school and those of the school library program were so intertwined it was difficult to separate the two. The school library program was encompassed within the school's philosophy; it was not an extra program.

Implications

This concluding section is divided into three areas: implications for practicing teacher-librarians, implications for school administrators, and possible recommendations for further research.

Practicing Teacher-librarians

This study may be of interest to practicing teacher-librarians. Perhaps by looking through the window which this study provides on a successful program, teacher-librarians can find ways to improve

their own practice. The idea of focussing the school library program on student learning and instruction may be an important concept for practitioners to explore. Teacher-librarians tend to get caught up in managerial activities and lose sight of their overall purpose. By placing priority on student learning, teacher-librarians may become more able to delegate non-instructional tasks to non-instructional staff.

Teacher-librarians should understand the complexities of implementing and operating an integrated school library program. This is not something that happens quickly or easily. The program described in this study has been evolving for several years under the guidance of two committed individuals. The teacher-librarian is not likely to make the program succeed on his/her own. The commitment of the principal is absolutely essential. Obtaining commitment from the principal may be the teacher-librarian's main challenge.

Practicing teacher-librarians should also recognize and develop the leadership aspect of their role. This study demonstrated that holding a position of informal leadership is an important element in the effectiveness of a school library program.

Hopefully, the knowledge about the rewards and benefits a successful program brings to an entire school will renew practicing teacher-librarians' commitment to an integrated program. The program described in this

study indicates that it can be done.

School Administrators

This report may have implications for school-based administrators as they have the ultimate responsibility of insuring that all students have access to an effective school library program.

The findings of this study indicate that the principal plays a key role in determining the effectiveness of a school library program even if the program is directed by a qualified teacher-librarian. If principals want this program to succeed in their school, their active and visible support appears to be necessary.

An integrated school library program could also be an avenue used by an administrator to increase staff collaboration and teacher professionalism. These two areas, which are topics of some current research, appear to be important in the overall effectiveness of the school.

Support of a school library program may also help school administrators develop the instructional leadership component of their roles. The focus this program places on student learning may help a principal become more involved and more influential in the school's instructional program.

Finally, supporting this program may help administrators meet their fiscal responsibilities. If a

school employs a teacher-librarian who is primarily concerned with technical, clerical, and managerial tasks, the school is not making the best use of its resources; this position could be filled with a less-expensive technician. A teacher-librarian is a teacher and should be entrusted with instructional duties.

Further Research

The lack of empirical research in this field is very evident, particularly in Canada. Perhaps the limited number of people working in this area at the university level is one of the reasons for the limited research.

More research is needed into all aspects of school libraries and school librarianship. Studies examining the role of practicing teacher-librarians could provide empirical information about actual practices. Studies could also concentrate on the differences, if any, in the practices of teacher-librarians working at different divisions. These kinds of studies may help to explain the differing perceptions of the role that appear to exist.

The effect integrated school library programs have on student learning should also be studied. The program model for Alberta school libraries has been in place since 1985 but its effect on student learning has not been directly assessed.

The type of programming carried out in school

libraries is also a topic for further research. Implementation of integrated programs may be occurring at various stages throughout the province. The results of these studies could be used to develop inservice activities to assist with program implementation.

There appears to be a relationship between the concepts of the teacher-librarian/teacher-leader and cooperative planning/staff collaboration. Further examination and exploration of these concepts emerging from different fields of study seem to be warranted.

The principal of Kinsley passed on some advice which is applicable to a variety of situations. Her statement may sum up the real reason for her school's success. "You know what I found? If you really want something to work, just keep working at it. It might not work the way it was originally designed, but it will keep going. It is possible." This may be sound advice for both teacher-librarians and principals as they seek to improve the library program in the school.

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APPENDIX A

LETTER OF APPLICATION

#303, 10883 Saskatchewan Drive
Edmonton, Alberta
T6E 4S6
439-1832

February 13, 1989

Dear Mr.

As a part of my graduate work in Education at the University of Alberta, I am investigating the role the teacher-librarian plays in implementing and operating a successful school library program.

Kinsley Elementary was recommended to me by a professor in the field of school librarianship at the U of A, as operating such a program. Tentative contact has been made with the principal and the teacher-librarian at Kinsley. They are willing to have me conduct my study at their school provided the application is approved at the district level.

In response to our telephone conversation on Monday, February 13, I am enclosing a brief summary of my proposal and a completed Cooperative Activities Program: Research Application Form.

Should you require any further clarification I can be contacted at 439-1832. Thank-you for your ccoperation.

Sincerely,

Sherry Nasedkin

APPENDIX B

WRITTEN DESCRIPTION OF STUDY

THE ROLE OF THE TEACHER-LIBRARIAN IN THE IMPLEMENTATION AND OPERATION OF THE INTEGRATED PROGRAM MODEL FOR ALBERTA SCHOOL LIBRARIES

by
Sherry Nasedkin
Department of Educational Administration
University of Alberta

PROBLEM STATEMENT AND RATIONALE

Students today live in an information age. They are faced with rapidly growing technology in a world fueled by change. Educational systems are faced with the challenge of helping students cope with this reality and in preparing them for the future. School libraries have a significant role to play in helping students develop the skills necessary to manage this flood of information. Alberta Education recognized the importance of this role in 1985 in the document Focus on Learning which outlined the integrated program model for Alberta school libraries.

The purpose of this study will be to understand the role the teacher-librarian plays in the implementation and operation of this program.

SAMPLE SELECTION

The selection of Kinsley Elementary School was based on the recommendation of a professor in the field of school librarianship at the University of Alberta. She identified this school as operating a very successful school library program.

DATA COLLECTION

1. participants

Participants include the teacher-librarian, the school principal, and six teachers. Interviews and observations will be scheduled in advance, at mutually conventient times. Interviews will be taped.

2. interviews

The major data collecting method is interviewing. The teacher-librarian will be interviewed three times.

The principal and participating teachers will be interviewed once. Throughout the period of data collection, there may be brief, informal encounters in which the participants will be asked questions arising from the observations and from other interviews.

3. observations

A secondary data collection method is observation. Observations of the teacher-librarian will take place at a staff meeting, during two cooperative planning sessions, two cooperatively taught lessons, and on approxiamtely three unstructured hours in the library.

4. other collection methods

Docmument analysis (examples; school library policy, role description of the teacher-librarian, etc.) will also be used.

5. duration

Data will be collected from February 20, 1989 to March 31, 1989. It may be necessary to talk to some of the participants during the months of April and May in order to clarify points or to fill in gaps in the information.

ETHICAL CONSIDERATIONS

The proposal for this thesis has been accepted by the Ethics Review Committee of the Department of Educational Admininstration.

The following conditions will be observed:

1. participation is voluntary and participants must sign a consent form indicating they understand the purpose of the study and what their involvement entails;

2. participation may be withdrawn, partially or fully, at any time;

3. the confidentiality of personal information will be protected, both during the study and after its completion;

4. the central office and the participating school will be provided with a copy of the study upon its completion.

APPENDIX B

CONSENT FORM

CONSENT FORM

Having been asked by Sherry Nasedkin of the Department of Educational Administration at the University of Alberta, to participate in a research project, I have read the procedures specified in the document entitled "Description of Study."

I understand the procedures to be used in this project and what my involvement entails.

I understand that my participation is voluntary and that it may be withdrawn at any time at my request, and that all personal information is confidential.

I also understand that I may register any complaint that I might have about the study with Dr. Linda LaRocque, Department of Educational Administration, Faculty of Education, University of Alberta.

A copy of the results of the study will be made available, upon its completion, to the central office and to the participating school.

I agree to participate in the interviews and observations as described in the document stipulated above, during the period of February and March, 1989.

Name: _____

(Please print)

Signature: _____

Date: _____

APPENDIX D

INTERVIEW SCHEDULES

PRINCIPAL: INTERVIEW #1

1. Remind principal of ethical considerations:
   - confidentiality
   - right to opt out
2. Thank principal for participation in the study.
3. Introduction to interview:

   I'd like to start this interview by finding out a bit about your school.

4. Section A: Background Information on School:
   - range of grades
   - language of instruction
   - # of teachers/students/support staff
   - describe community/ make-up of student population (ethnicity; Socio-economic background, etc.)
   - age of school
5. Section B: Background Information on Principal
   - length of time at school
   - previous assignments
6. Section C: Perception of role of T-L
   - School Based budgeting; Why hire a T-L
   - What does the T-L contribute to the school
   - Describe the program she operates
   - What benefits does it provide; How does it fit in with the overall goals of the school
   - How have you tried to help make the program work

GIVE EXAMPLES: hiring practices/teacher-evaluations Why

is this program important to you?

- As a visitor to your school, how would I know that cooperative planning is an integral part of this school? What different things might I expect to see here that I wouldn't see in a school that didn't operate a program like this.

- If you had to hire a new teacher-librarian, what characteristics or qualities would you look for. Why?

- If Joan left Kinsley, what do you think would happen to the school library program.

- If you were assigned to a different school next year, one that has not had a t-l, what would you do.

7. Thank the principal for the interview.

TEACHER INTERVIEWS

1. Ethical Considerations

   - confidentiality
   - right to opt out

2. Background Information

   - grade level/assignment
   - length of time at Kinsley
   - why did you come to Kinsley
   - criteria for hiring? was support of the library program part of the process?

3. Involvement in the Library Program

   - describe your involvement in the program/how have you worked with the teacher-librarian this year?
     - how long you've been involved
     - how often this year
     - how do you find planning time

4. Attitudes Toward the Program

   - what difference do you think it makes for children if they are in a school with a cooperative learning model?
   - do you do any joint planning with other teachers (academic challenge, resource, at grade level)
   - how do you feel having another teacher in your room
   - what makes the program work in this school

TEACHER-LIBRARIAN: INTERVIEW #1

1. Remind T-L of ethical considerations:

   - confidentiality
   - right to opt out

2. Thank T-L for participation in study.

3. Introduction to interview:

We have three interviews scheduled, each one will have a slightly different focus. For this first interview, I would like to find out a bit about you, to find out about some of the organizational structures that have helped your program succeed, and get an overall picture of your role and how it fits in to the overall structure of the school.

4. Section A: Background Information on T-L:

   - number of years in the school
   - number of years as T-L
   - other teaching assignments
   - training in area of school librarianship

5. Section B: Organizational Structures:

   - percentage of time designated as T-L
   - has this % changed over the years/ Why?
   - % of clerical assistance
   - training of clerical assistant
   - how do you break down the workload between yourself and the assistant? WHY??
   - volunteer program in library; why/why not

- how is time within the library scheduled, i.e. book exchanges, etc.
- how does your principal support you in terms of % of your time, clerical time, scheduling, etc.

6. Section C: Overview of Role:
   - describe a typical day
   - describe in as much detail as possible, what you did today
   - how do you plan for yourself?
     day plans/long range plans
   - tell me about your long range plans for this year
   - what has been done to meet your objectives/GIVE EG.
   - think back to when you first started the program here; What kinds of things were you planning for then/ How are they different from the things that you plan now? Why do you think that the nature of activities has changed?

- Do you think I could look through your long range plans for the past 5 years? I think that would help me to see how your program has grown over time.

6. Thank T-L for the interview.

TEACHER-LIBRARIAN: INTERVIEW #2

The purpose of this interview is to develop an understanding of the library progam and how it operates at this school. Both the development of the program and its current form will be addressed.

- why did the program start
- how was it implemented
  inservice, advocacy, barriers,
- how has it evolved
- has it lead to more collegial planning throughout the school

TEACHER-LIBRARIAN: INTERVIEW 3

What difference do you think it makes for children if they are in a school with a cooperative learning model?

What difference does it make for teachers by teaching in a cooperative learning model?

If you were hiring a teacher-librarian for a school, what characterstics, qualities or skills would you look for?

What factors do you think contribute to the success of this program at this school?

COMMENTS ON MY DATA ANALYSIS

What is your vision for the school library program?

Do you think it is necessary for a successful teacher-librarian to have good interpersonal communication skills?

How do you view prrgram advocacy in relation to your role?

I identified the role role of initiator/change agent as being an important facet of a teacher-librarian's role. Do you feel you act in that capacity?

Is instructional leadership a part of your role?

I know that you are very committed to the overall workings of your school. Do you think your interest in the 'whole school' helps to promote the library program?

It is my premise that the teacher-librarian occupies a position of informal leaderhsip within the school. How do you feel about your role, is it one of leadership?

APPENDIX E

SCHOOL HANDBOOK

KINSLEY PARENT HANDBOOK
1988 - 1989

Selected Excerpts

Communication

Communication with parents and the Kinsley Community is a priority. A monthly newsletter will be distributed during the first week of each month. The purpose of the newsletter will be to keep parents informed of current and future happenings. As well, teachers have been encouraged to communicate to their students' parents each month as well.

Field Trips

Various out-of-the classroom experiences are provided for students throughout the year as a supplement to the school program. Parents will be notified of all field trips requiring public or private transportation prior to their occurrence.

Each student will be assessed a per field trip charge to help defray the cost of transportation.

No child will be refused the right to participate in field experiences due to lack of funds if the situation is brought to the attention of the principal. Field trips are dependent upon parental help for supervision. Your help is appreciated.

Homework

Students often assume a narrow definition of

homework in that if nothing specific has been assigned they feel they have no homework. Each of the areas listed below should be part of the regular homework schedule.

There are many ways parents can help with homework, including:

- providing a quiet, regular place to work,
- helping the child organize his/her time for assignments,
- being the 'audience' for reading practice, spelling and math drills,
- providing information and knowledge for projects.

The support and interest of parents will have a large influence on students' attitudes toward homework. If you have any questions about the assignments your child is bringing home, don't hesitate to talk to his or her teachers.

Parent Advisory Committee

The Friends of Kinsley meet on a regular basis through the school year to promote the free exchange of ideas between parents and school staff. We run volunteer programs, invite guest speakers and fund raise. Parents/Guardians who have children attending Kinsley School are welcome to attend. Help make Kinsley a better place.

Parent-Teacher Conferences

Although parent-teacher conferences are scheduled

we welcome parental contact, whether by phone or in person, whenever there are concerns regarding the welfare and progress of your child. Two of the most important results we expect from our conferences are:

1. That parents feel they are being adequately and appropriately informed about their child's growth, development and achievement;

2. That improved student performance will be evident in the area(s) identified as needing improvement.

We hope that by working in close co-operation with one another, communicating openly and clearly, that these results will be achieved. Let's do it together.

Also included in the handbook is a list of the staff and a map of the school.

APPENDIX F

SCHOOL NEWSLETTER

KINSLEY SCHOOL NEWSLETTER
MARCH 1989

Selected Highlights

Parent-Teacher-Student Conferences

Parent-Teacher-Student Conferences are a time set aside for parents, teachers and students to discuss the progress of students. At Kinsley, we believe that both parents and teachers are educators and that we want to do what is best for the children. We are partners in the educational process. Partners need to work together, and we believe that sitting down in a parent-teacher-student conference is an important communication tool in creating a better understanding of the child's progress and the expectation of both parents and teachers.

The teachers have items they want to talk to you about, and you probably have questions you would like to ask. Since conference time is limited to 20 minutes, planning is needed by both parties. Listed are some suggestions that may prove helpful in making the conference a meaningful experience:

1. First, decide what it is you want to ask the teacher. Ask your child if there is anything he or she wants to discuss with the teacher. Parents should check with one another to explore what aspects of the curriculum may be puzzling and of concern to them. Conference time provides an opportunity to get the facts

about any school situation you may only know about second-hand;

2. Second, decide what it is that you wish to share with the teacher about your child. Remember, teachers see only the school side of the student. There may be some information about your child that will aid them to better understand her or him and which can make for better school adjustment and progress;

3. Third, do not forget the conference when you leave the school. If you do, more than likely the conference will have a limited effect. The most important aspect of the conference is discussing the results of the conference with your child. Point out the child's strong points, then talk about those areas where improvement is needed. Start immediately on any action mutually agreed upon between you and the teacher. Make certain that your child understands that you and the teacher are in partnership to provide the best possible education;

4. Fourth, praise your child for those areas of school work where satisfactory progress is being made. Please help your child establish goals for improvement where needed.

How to React When a Child Gets a Bad Report Card

A noted sociologist suggests:

The report card has arrived. The grades are not good. Some of them, in fact, are poor indeed! The

parents are properly concerned. But what's the best way to react to bad news? "Being visibly upset, and getting the child upset over the enormity of what he or she has supposedly done is one of the worst possible reactions to poor grades," said Sanford M. Dornbusch, a researcher at Stanford University in California. "In fact, we've found that such a reaction leads to a decline in grades," said Dornbusch. He said that equally ineffective parental reactions include punishing students for bad grades, promising rewards to students for good grades or even expressing no reaction.

Parent Tips

Let your children know you expect their best efforts.

Build self-confidence by providing opportunities for success.

Take an interest in your children's school work.

Plan times to enjoy you children and have fun together.

Set aside a quiet time for doing homework.

Be a good listener.

Develop an idea exchange with your child.

Be interested but not inquisitive.

Become familiar with your child's educational program and how it relates to future plans.

Kinsley School will be a polling station. Please drop

by and see us when you vote. The coffee is always on!

The Library

For parents of children who are past the beginning stage of learning to read an who are reading library books on their own, here is an idea for a different way of enjoying books.

Your and your child can read the same book at the same time. Most adults enjoy reading a book that a friend has read and enjoyed. We enjoy discussing the book as we read it, and we can refer to the characters or plot long after finishing the book. The value of the book and the significance of the story is magnified because we are sharing it.

There are many positive things that can come from you and your child reading and discussing the same book: You will be doing something special together; your child will have an important person's attention while discussing the book; both you and your child may gain additional insight into the plot, characters, setting and author's purpose; both you and your child may develop a stronger reading habit; both of you should find the experience relaxing and enjoyable.

"Reading to your children may be the single most powerful contribution that you, as a parent, can make toward success in school." William F. Russell

APPENDIX G

LONG RANGE PLANS

KINSLEY SCHOOL LIBRARY PROGRAM

Aim: To assist students to become informed decision makers and life-long learners.

Goals for 1985/86

1. Teachers and teacher-librarian will cooperate to plan and implement at least one large unit of study as teaching partners.

2. A scope and sequence of study and research skills from kindergarten to Grade Six will be finalized and implemented.

3. Students will develop, master, and extend research and study skills in different subject areas and at varying levels of difficulty.

4. At least one school wide theme will be cooperatively planned with all teachers.

5. All cooperatively planned and implemented units will be written up formally.

6. Emphasis will be placed on language improvement, literature enjoyment and promotion of voluntary reading.

7. All print and non-print material will be kept upgraded.

September 1985

Give at least 1 - 2 orientation sessions to each class.

Set up all operational facets of the library. Continue flexible scheduling using library passes for all students with the exception of Kindergarten and Grade One at this point.

Gather, sign-out, and deliver all curriculum guides and manuals to each teacher.

Set up student library monitor system.

Set up parent volunteer program.

Begin 1985/86 library budget.

Begin cooperative planning and teaching with teachers.

October 1985

Continue cooperative planning and teaching with teachers.

Begin to formally write up these units. This is an ongoing process.

Hold "Library Coffee Party" for both a.m. and p.m. Kindergarten parents to 1) Introduce them to the library, 2) To explain borrowing procedures and expectations concerning use of books, 3) To discuss the developmental stages in the natural reading process, 4) To share some ideas for enjoying books with children--how to select books.

Coordinate and encourage Halloween Art project.

Set up and coordinate Library Halloween theme.

November 1985

Continue cooperative planning and teaching of units.

Finalize scope of research and study skills for Kinsley.

Continue work on picture and pamphlet file.

Record and summarize all software, currently in the school, according to subject area and grade level. Copy will be given to all teachers to encourage use in programs.

December - June

Continue work with teachers, through cooperative planning and teaching, to ensure that students are developing, mastering and applying research and study skills.

Continue to promote good literature and voluntary reading.

Continue upgrading print and non-print material and A.V. equipment.

Continue to further inservice myself on library programs whenever possible.

Continue work on pamphlet and picture file.

LEARNING RESOURCES PROGRAM
KINSLEY SCHOOL
1988 - 1989

Goal for 1988 - 1989:

To assist students to become informed decision-makers and life-long learners.

Objectives:

1. To cooperatively plan and implement at least one unit of study with each teacher on staff (1 - 6).

2. To teach functionally, in the contest of a topic of study, research and study skills according to "Kinsley School's Research and Study Skills Program."

3. To expose students to and encourage them to use various methods to present information, and to share these methods with the teachers.

4. To formally write up all cooperatively planned and implemented units of study and to build up files of activities for future school use.

5. To cooperatively plan with all teachers a school wide theme.

6. To actively involve the Learning Resource Center during all holiday themes such as Halloween, Christmas, Valentine's Day, Easter, etc.

7. To chart for the entire year all major themes and units of study at each grade level to increase school wide knowledge and support.

8. To promote literature through author studies, book talks, reading contests, etc.

9. To plan with all teachers which literature genres and authors will be studied at each grade level and to give support and assistance when possible.

10. To compile in cooperation with the Division 2 teachers "Proposed Standard Formats" for success oriented research.

11. To attend available inservices and workshops dealing with all aspects of the Learning Resource Program.

12. To attend zone meetings when possible to glean new knowledge and information for school programs.

13. To keep abreast of all new curriculum changes and support materials.

14. To continue upgrading and building print and non-print material in Kinsley's Learning Resource Center to meet student and program needs.

APPENDIX H

LIBRARY PROGRAM STATEMENT

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The aim of our library program is to assist students to become informed decision-makers and life long learners. The teachers and the teacher-librarian work cooperatively to plan and implement units of study which incorporate research and study skills in different subject areas and at varying levels of difficulty. This cooperative planning and teaching is facilitated by strong administrative support, flexible scheduling and considerable flexibility on the part of each teacher.

When the school first opened in 1984 the staff under the coordination of the teacher-librarian devised a continuum of research and study skills suitable for our K through 6 students. The continuum is organized into four categories: Information retrieval, Information Processing, Information Sharing, and Appreciation of Knowledge and Culture.

The librarian, as a teaching partner, can either have small groups for activities and instruction or be working cooperatively with the teacher assisting the whole class. Throughout the day, individual students using a library pass can often be seen browsing, reading of exchanging books.

The entire school works together on at least one school-wide theme each year which is coordinated through the library. The library is also actively involved

during all holiday themes such as Halloween, Christmas, Easter, Spring, etc.

Emphasis is always placed on language improvement, literature enjoyment and promotion of voluntary reading.